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ABSTRACT

Part I of this book contains invited essays on the subject of teaching by six professional educators who are regarded as experts in their fields. The papers are: (1) "In Praise of Teachers" (Mark Medoff); (2) "What Makes a Good Teacher" (Donald C. Roush); (3) "A Distant Teacher" (David L. Colton); (4) "Characteristics of Good Teachers" (Barbara J. Simmons); (5) "Teachers Make the Difference" (Dewayne A. Matthews); (6) "On the Subject of Teaching" (Alan D. Morgan). The second part is made up of 137 testimonials from a variety of responsible people who were asked to comment on teachers in elementary, secondary, and/or higher education who made a difference in their lives. Part III contains observations on the patterns that emerge from the testimonials published in Part II. Findings are related to research results from a study based on the approach of asking excellent teachers about themselves and their practice. A brief summary of data with observations concludes this section of the book. An Epilogue follows containing the authors' tributes to teachers who they feel made a difference in their lives. (JD)

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In Celebration of the Teacher

Gerald W. Thomas
Donald G. Ferguson

SP 029 794

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NMSU CENTENNIAL PUBLICATION

In Celebration of the Teacher

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All proceeds from the sale of this book will be placed in an endowment fund in the New Mexico State University Foundation for scholarships to be awarded to outstanding students who choose a career in teaching. This is one small effort to meet the increasing challenge to recruit and retain the very best talent for the profession.

Additional copies of *In Celebration of the Teacher* may be obtained by sending a check for $12.00 plus $1.00 for postage and handling to the following address:

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New Mexico State University marks its Centennial Celebration in 1988. As the land-grant university for New Mexico, the Centennial recognizes the primary institutional missions of teaching, research and service through yearlong, statewide activities. This is the first of a publication series highlighting the Centennial.

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We dedicate this book
to the following four teachers who
made significant differences in our lives:

Bernice Falkin Hackler
English Teacher
Pekin Community High School
Pekin, Illinois

John H. Russel
Professor Emeritus
University of Toledo, Ohio

Gladys Thomas
Grades 1–3
Medicine Lodge School District No. 24
Small, Idaho

Vernon A. Young
Department of Range and Forestry
Texas A&M University
College Station, Texas

(*Tributes to these teachers appear in the Epilogue.*)

To M.C.B.—My First Teacher

Serene and dignified she stands,
Holding a pointer in her hands;
I see her yet.
I can't forget
That first glad year of learning—
And backward all my memory turning,
I can't quite place
A single face,
In all my world of teachers,
Whose features
Loom so sweet, so kind, as hers,
Who taught me first.

—Mabel Clark Ferguson (1896–1926)
Aunt of one of the authors and
herself a teacher in Illinois.

INTRODUCTION

At a time when criticism of education is making the headlines across the nation, it is appropriate to call attention to the fact that, in spite of what is being said to the contrary, dedicated teachers and professors have been and still are shaping the lives of young people positively and helping America maintain its concepts of freedom and democracy. Indeed good teachers are worthy of celebration.

When singing praises about our democracy and the greatness of this country, observers should not neglect to include a stanza about the teachers of America. They have made enormous contributions. They make significant differences in the development of individuals and of our society as a whole. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, has said that all who are concerned with or about schooling must recognize the dignity of teaching because " . . . teachers, in the end, change lives forever." Those who are remembered most fondly and respectfully as teachers are "significant others," powerfully influential along with parents, siblings, and spouses in shaping destinies.

What do former students see as excellence in teachers? What does the research indicate? Why do some teachers have a lasting influence on their students? This book contains some answers to these questions. To obtain them, we asked a large number of successful people what they remembered uppermost about favored teachers and professors. From their written tributes, we discerned major characteristics they perceived in the outstanding teachers they had in school. In addition to this survey of former students, six professional papers were prepared by leaders in the field of education who have given considerable thought to the subject of teaching excellence. Some refer to research literature on the topic in their essays.

The two of us who compiled this volume have, between us, enjoyed careers in education amounting to over 75 years. If we did not honor teaching, our lives would be invalidated. Teaching has deep, personal meaning to us. We find it effortless to celebrate the profession in general but more particularly *special* teachers—peak performers who are exemplars for others to follow.

Millions of voices do indeed sing praises to good teachers and outstanding professors. Over one hundred and thirty of those voices have been recorded in the pages of this book and approximately two hundred and fifty teachers are praised in the process. We consider these contributions evocative, poignant, deeply gratifying, and an appropriate supplement to the research on quality teaching.

• • • • •

This volume is divided into three parts. Part I contains invited essays on the subject of teaching written by six professionals who by preparation and position are respected as experts in their fields. Two of the six are deans of the two largest colleges of education in New Mexico and are, therefore, responsible for major teacher education enterprises. Two others are specialists in higher education, one a long-term university academic administrator and the other the Executive Director of the New Mexico Commission on Higher Education. A fifth essayist is the State Superintendent of Schools in New Mexico. And lastly, a college professor of theatre arts writes about teachers who had an impact on his development and career which includes a Tony Award for one of his plays. Collectively their thoughts about education, teaching, and teachers make a valuable contribution to the literature; their work herein constitutes reason enough for this publication.

Part II is made up of a series of testimonials from a variety of responsible people we asked to comment on teachers in elementary, secondary, and/or higher education who made a difference in their lives. We suggested they consider describing two such teachers. Some limited their commentary to one teacher; most named two, while a few contributors elaborated on several and one wrote about teachers as a composite. Many noted that it was a struggle to narrow their tributes to as few as two of their former teachers who had great impact on them.

Part III contains our observations on the patterns that emerge from testimonials submitted in our survey. These patterns were identified in line with contemporary research on the subject of characteristics that make for excellence in teaching. The analysis was made of 249 classroom teachers; but, in all, more than 300 "teachers" are cited in this book.

Most who wrote in this book have a "New Mexican connection," but what they have said has universal appeal and application. Many of the great teachers lauded herein taught in various places throughout the United States, not solely in our state.

Contributors invited to participate in this compilation were purposefully chosen from among our acquaintances. We know them, respect their thinking, and acknowledge them as successful people in their chosen professions. A large portion of them have achieved local eminence; others are nationally or world renowned. All are rightfully regarded as credits to the locale where they currently serve and from which they came.

It might be uncharitably observed that in celebrating the profession of teaching we had to do so by resort to reminiscences of teachers past. Admittedly, the majority of recollections from our contributors are about teachers from years ago. Some are still teaching. Nevertheless, it is our contention that outstanding teaching well remembered and cited herein is not peculiar to days gone by. The field of teaching is as good as ever, even better. We asked for contributions from mature, established individuals. If we had asked currently enrolled youth and college students to cite teachers and professors who have made a difference in their lives, they likewise could and would have done so.

We are pleased to include the names of teachers when mentioned by contributors. Teachers are human; they appreciate recognition and are flattered to be remembered by name by former students. It is reported that Mentor Graham, teacher of Abraham Lincoln in New Salem, literally shook with pride when recognized by the 16th President of the United States and asked to sit on the platform at his inauguration. But teachers as "names" tend toward obscurity and often end up in anonymity, as in the poem at the outset of this book ("To M.C.B.—My First Teacher"). Rather than striving for personal immortality, good teachers attempt through their efforts to inhabit the future of their students. H. G. Wells in this vein referred to teachers as "sowers of unseen harvests."

Irwin Edman, philosopher at Columbia University many years ago, said it well when he wrote that the teacher ". . . lives in what happened to the minds of his students and in what they remember of things infinitely greater than themselves or than himself." In this book most of the teachers were remembered by name but, far more importantly, they were remembered for the characteristics they manifested that made a difference. They changed lives. Therein lies their lasting fame.

Gerald W. Thomas
Donald G. Ferguson

Motivation is essential to quality teaching. Barbara Garcia with a kindergarten group at Jornada Elementary School, Las Cruces, New Mexico. Left to right: Erin Bryant, Barbara Garcia, CristiAna Moreno and Michael Morris.

PART I

ESSAYS ON TEACHING AND TEACHER EXCELLENCE

This section contains the work of several essayists whom we asked to provide views on what makes for excellence in teaching. These writers set the scene from varied vantages within the profession. All have been or are teachers and have given much thought to their craft. Collectively, the essays serve as a review of pertinent literature on characteristics of exemplary teachers. In celebrating specific teachers, Mr. Medoff in his essay has written in a mode similar to but more extensive than contributors who submitted tributes found in Part II.

In saluting teachers and their profession, various forms have been employed in this book. The essays in Part I serve as a prelude. The recollections of memorable teachers in Part II constitute a refrain in this song of praise. Recurrent themes in the recollections are identified and analyzed in Part III.

Throughout the book will be found selected quotations from college professors who were recipients of an award for outstanding teaching and who wrote eloquently about their profession at the time public recognition was given to them. They received the prestigious Westhafer Award for Teaching presented every other year by peers to a faculty member at New Mexico State University. The first of these quotations appears below.

Back . . . in time emerges the Platonic concept of the 'true' physician, whose only interest must lie in the welfare of his patients. Tangible payment may of course accrue, but it is an excrescence. This applies equally to the member of a faculty who, as 'teacher qua *teacher', must regard the interest of his students as his central concern, with all else incidental.*

—Marion P. Hardman
Professor of English
Westhafer Award for Teaching 1959

IN PRAISE OF TEACHERS*

Mark Medoff
Head, Theatre Arts Department
New Mexico State University
Artistic Director of the American Southwest Theatre Company
Obie Award-winning author of
WHEN YOU COMIN BACK, RED RYDER?
Academy-Award nominee and Tony-Award winning author of
CHILDREN OF A LESSER GOD

Though I am in my 21st year as a professor at New Mexico State University, I wonder if I've stopped thinking of myself as a teacher. Don't I lament to my wife Stephanie that the more productive I become as a writer, the less time I have for communicating whatever it is that has impelled students to try to learn from me?

This crisis of faith has me thinking in turn about *my* teachers, hoping two decades after I was last officially a student to learn from them once again. As I begin to recall some of them, I remember not their actual teaching of a subject but, startlingly, one *thing*—an idea, a moment, some words hurled forth, one seminal idea.

Grayville, Ill., a small oil-boom town of the late 1930's, early 40's. My first-grade teacher, faceless and nameless today, in all like-

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*This article was later submitted to and accepted by the *New York Times Magazine*. It appeared in the November 9, 1986 issue. A condensed version appeared in the *Readers' Digest* (February, 1987). Used by permission.

lihood deceased except as she lives in the minds of those who remember her. Clearly, I must have begun to learn from her to read and write, to add and subtract, thus beginning a lifetime of joy in language and misery in numbers. That's not my primary memory, though: She teaches me left from right. I am left-handed. Many first-grade teachers, she whispers into my 6-year-old ear, force left-handed children to become right-handed, so they can be like everybody else. She isn't going to do that to me.

In 1948, we move to a small island because I have asthma (which I invent at the precise moment of my brother's birth). This island is east of Miami, festooning upward in stucco and rococo glory out of a stretch of seashore and sand. It's called Miami Beach.

There, Mrs. Rosen awaits me, raven-haired and beautiful, reminiscent somehow of Esther in the Bible. Her husband shows up one day. It has never occurred to me she has a husband. I imagine her waiting for me to grow up to have her for my own. (After all, isn't my name in Hebrew Mordecai? Mordecai and Esther, together again in Miami Beach—ah, yes.) Her husband, she says, is going to teach us to draw a star. *Teach* us to draw a star? Everybody knows how to draw a star. Is that how we're going to decide who gets her—who can draw the best star?

But Mrs. Rosen's husband doesn't teach us to draw just any star. He teaches us to draw a *four-pointed* star. A four-pointed, *three-dimensional* star that appears to rise magically out of a flat piece of paper, which magic is ascribed to something called optical illusion.

Into Mrs. Rosen's class one day slouches a lanky, slope-shouldered, lady with ray-gun eyes and skin like polished glass. Miss Barnette is director of the Marching Unit, a group of 20 boys in white ducks and white, short-sleeved shirts who do close-order drill for fancy school occasions; she is also faculty head of the Safety Patrol, a select dozen students who get to wear the most extraordinary white bandoleers across their chests and are charged with managing the safe conduct of children from one side of the busy street in front of the school to the other. In other words, she's in charge of the two most prestigious enterprises to a boy's mind in Biscayne Elementary School. Mrs. Rosen announces that Miss Barnette has arrived in our classroom to do something she has never done before. She's going to select a fourth-grader for the Marching Unit, an organization heretofore made up solely of fifth- and sixth-graders—Big Kids. *Unbelievable*! More unbelievable is why—while I'm glancing around enviously at the likely candidates—she picks me.

In the fifth and sixth grades, I am a Patrolboy and the leader of the Marching Unit. Miss Barnette repeatedly preaches with religious fervor an idea I now embrace obsessively: "If you're going to do something—for Godsake, do it as well a you can and with all your heart, and if you're going to lead, for Godsake, stand forward, be proud." She is the first to teach me about a performer's obligation to a live audience. My own variation on her preachment is that you can't ever fully succeed unless you're willing to risk catastrophic failure.

In the sixth grade, there's Mrs. Ruth Waller, red-headed and freckled, so tough and so fair. She makes me feel, for the first time in my life, that I can not only be a member of the Marching Units and Safety Patrols of the world, but a *Good Student*.

She and Miss Barnette are like surrogate mothers—wise and stern, but loving and inexplicably capable of seeing what others cannot see. And I am loath now, a middle-aged man, to think what I might be if fate had not conspired to place them into my life so they could see in me what I did not.

At Miami Beach High School, I have the extraordinary good fortune to have an English teacher in each of my four years who torments me to read, to consume vocabulary and to write constantly. Pat Samuelson, 10th grade, handsome guy, works out with free weights, the girls are roundly smitten, rolls the sleeves up on his short-sleeved shirts, one of the top 10 pompadours in the history of hair. I deeply covet most of the girls who covet him. He makes us write a short story. To my astonishment (because I still can't imagine *I really, seriously, no-kidding-around* have any particular worth whatsoever), he tells the class that my story is better than everyone else's, that he's giving me the first "A+" he's ever given, and he asks me if I'd like to come forward and read my story aloud.

I am terrified! Part of my terror is simple stage fright; part, fear of having my secret self publicly judged. Still another part is this: a then-nebulous, indecipherable fear of being envied. Much later, I'll realize that in envy, as in admiration, are always buried the seeds of resentment and hatred of the thing or person envied. But then, in 1955, Mr. Samuelson beckons me forward and he is a man whose entire demeanor says: Don't be afraid of *anything*. So I go forward, take my story from him, and in the space of 20 minutes of inimitable glory and befuddlement, write a sentence across my life: Mark

Medoff, you are hereby condemned, for the rest of your days, to expose your secret self publicly.

In the first semester of my freshman year at the University of Miami, there is Dr. Robert Hively, who on some whimsical marquee in my mind is *Doctor-doctor* Robert Hively, since he has given up a prospering career in optometry to return to graduate school in mid-life and get a Ph.D. in literature. He conveys no regrets that he's making a third of the money he made before. He seems utterly delighted to be in a classroom with us, charged with salvaging and enhancing another kind of vision, that communicated through letters and ideas.

He has let his curly hair grow somewhat eccentrically for 1958, and he drives a small TR-3, a car I crave, which, given his good size, he appears to wear around his waist. He teaches me the rudiments of the Hegelian dialectic (thesis, antithesis, synthesis), the ladder of abstraction and the Aristotelian syllogism, in all three cases admonishing me to think beyond generalities. These are not easy ways of thought to give up—the all-encompassing generality, the hyperbolic flatus—especially when at 18, I am armed with too little knowledge and intellectual dexterity to give specifics. But it is with Dr. Hively that I see lucidly for the first time with what ease or lack of thought, how perfidiously one can label someone or something unfairly, incompletely, disastrously.

Dr. Grace Garlinghouse-King looks and sounds as if she came to us directly from her specialty, the Victorian Era, by way of Katherine Hepburn. In the second semester of my freshman year, this seemingly remote, hopelessly inaccessible and formal scholar with the bun and the ankle-length rayon dresses is my advanced composition teacher. She's a stickler for grammar, for specifics. She considers my use of the dash—which I hold to be "creative"—to be absolutely barbaric.

For the several assignments, I fastidiously follow directions. Finding that I do the assignments with ease *and* to her satisfaction, I ambush her boldly after class one day and announce defiantly that I'm bored with the assignments, and ask if I can write a short story for next week instead of the assigned paper. Her eyes bore into me, reading *what* inside I can't imagine: "I don't know if you 'can,'" she says, "but you may try." And she smiles. At me.

At one o'clock in the morning the day after I turn in my short story, my roommate and I are awakened by the telephone. I wonder instinctively which of our parents—or is it my brother?—has died? Instead of death, there is at the other end of the line the sepulchral voice of Dr. King bearing life: "There's nothing more I can teach you about writing. I'm passing you on."

Extraordinary: To be passed on! To William Fred Shaw, who I'm tempted to say, aside from my parents, is the single strongest influence in my life.

Fred Shaw is at that time—early 1959—the book editor of the Miami Daily News, head of the Guidance Center at the University of Miami, and teacher of a legendary course in creative writing. For three and a half years of college and for years of frustrating young adulthood beyond, Fred Shaw strokes me, taunts me, beats, cajoles, devastates, loves and, most of all, lets me know that if I want to badly enough I can someday become what I have come to want *only*: to be a writer and recognized as such.

And he teaches me most of what little I know—what little I've come to see there is to know, to be transmitted by *talk*—about writing.

Here it is in a paragraph, with numbers: 1) Nobody can teach anybody to write. There are only two ways to learn to write: Read. Write. 2) Don't do it if you can do something else. In other words, if you don't *have* to write, by all means go into other work; the years of frustration and rejection an aspiring writer will face are not worth enduring unless one is psychotic or unequivocally committed. 3) *If*, in fact, you do have to do it, you can figure to serve a 10-year apprenticeship. Write virtually every day for 10 years and then, given the necessary modicum of talent to begin with, *maybe* you can anticipate writing something worthwhile. 4) Writing is rewriting. (And nowhere, I discover years later, is that truer than in the theater.) 5) A writer can't wait for inspiration. He must discipline himself to work day in, day out—just as if it were a job rather than a gift or privilege.

Fred Shaw, this slightly stooped man with ferret eyes and a laugh like volleying bazookas, seems able to deal with each of his students as an individual, to make each feel he's the only student Fred Shaw has and that he has little more in life to do than foster that individual's growth.

In the midst of college, Mr. Shaw has me apply for a scholarship to the Bread Loaf (Vt.) Writers' Conference, which, to our mutual delight, I receive. I go off with my first novel in a stationery box and am assigned to work for the week with a young novelist named Richard Yates, who has just published his first—and highly acclaimed—novel, "Revolutionary Road." I come to Richard Yates as students inevitably come to me: O.K., even though I *know* I have to do the work myself, I still suspect that *someone, somewhere* can tell me *something* that will *make it easier*! This floundering around is awful, this spewing of insipid passion and pretentious prose all over the place with seemingly so little comprehension of any form and no guiding intelligence in control. Richard Yates reads my frustration, reads my wishful thinking; at the end of our week together, he inscribes a copy of his novel to me: "To Mark Medoff, In full confidence that he will do his own learning."

As a young man, Fred Shaw taught at a cow college called New Mexico State University in Las Cruces. When I'm ready to leave Stanford University graduate school in 1966, it's Fred who arranges for me to follow in his footsteps. It takes me a long time to understand that at some point he has begun to live through me, to the extent that he expects me to be the writer he didn't become. It's a cruel irony that he dies two years before the opening of my first play in New York "When You Comin Back, Red Ryder?"

In Las Cruces, I am an instructor of English. I write prose and announce that I'll publish a novel soon. I convince several people of this, though deep in me where the truth resides, I think I'm writing one of the worst novels since the advent of the alphabet.

I am also confused on another front. I don't see how, just because I've finished graduate school, I'm suddenly supposed to be a "grown-up." I'm a kid, unformed and un*in*formed, the antithesis in my mind of what I have been hired to be: a teacher. I don't want to be a teacher. What do I know to *teach*?

There are teachers at New Mexico State University who teach me. In my first semester, I become friendly with a professor of English named John Hadsell who is deeply involved in something called the Las Cruces Community Theater. In the spirit of Mickey Rooney and Judy Garland, he says to me one day, "Why don't you write a play and we'll put it on?" I do and John does indeed see that it's "put on." He is my first director and that first play, a then one-act called "The Wager," eight years later opens in New York under the same title, this time as a three-act play. The teaching gift John gives me is as great as the putting on of my first play: A teacher has to be totally unafraid of what he might find out in the course of teaching something he thinks he already fully comprehends.

Arline Belkin and Tom Erhard, colleagues now in the Theater Arts department, are role models of 20 years' standing. Tom is the opposite of the English or Dramatic Lit professor I too often encounter who hates literature and writers and tries to destroy them under the guise of reasoned criticism. Through all the semesters I watch Tom teach, I never see any lessening in him of the love of what he's teaching or the love of the classroom exchange—his teaching of the students *and* the students' continual teaching of the teacher. His commitment is a way of living a life.

Arline Belkin, a kitty cat disguised as a panther, takes me back to Miss Barnette and Mrs. Waller. I learn from Arline that there's no difference in being a parent at home or in the classroom, that there is an irrevocable responsibility in both roles. And it is she who admonishes me constantly to push myself, to go boldly, even recklessly, wherever I dare—that complacency makes for atrophy, and atrophy precedes death.

I think about my own children. One just graduated from high school, two are in elementary school. The two little ones approach school with a hunger for knowledge; the high school graduate already has experienced some two dozen teachers, and it concerns me that she never talks about becoming a teacher. I wonder if it has as much to do with the widened parameters for women as with the way children perceive *adult* perceptions of the people we hire to teach in our public schools. Does she wonder as I do why remarkable people still *want* to teach there? Does she wonder why we demand so much of our public school teachers, in terms of expertise, time and energy, yet pay them so little, not only in money but in respect?

I think finally of Irene Roberts, my 12th-grade English teacher. I am no one special in her class—just another jock who does O.K. work. I don't recall any one special bit of wisdom Miss Roberts passes on. Yet, she haunts me. She is just so full of respect for language, for ideas and writers and writing, and for us as students. She haunts me, I realize now, almost three decades later, because she is the quintessential selfless teacher.

In 1975, I return to Miami Beach High School to speak to the drama class. Afterward, I ask the drama teacher if any of those four English teachers of mine are still there. Irene Roberts, he tells me, is in class just down the hall. I'd like to say something to her, I say, but I don't want to pull her from a class—she runs, I remember, a very tight ship. Nonsense, he says, she'll be delighted to see me.

The drama teacher brings Miss Roberts into the hallway where stands this 35-year-old man she last saw at 18. "I'm Mark Medoff," I tell her. "You were my 12th-grade English teacher in 1958." She cocks her head at me, as if this angle might conjure me in her memory. And then this writer, armed with a message he wants to deliver in some perfect torrent of words, can't deliver anything more memorable than this: "I want you to know," he says, "you were important to me."

And there in the hallway, this slight and lovely woman, now nearing retirement age, this teacher who doesn't remember me, begins to weep; and she encircles me in her arms.

Remembering this moment, I have a sense at last of this: Everything I will ever know, everything I will ever pass on to my students, to my children, to the people who see my plays is an inseparable part of an ongoing legacy of our shared frailty and curiosity and fear—of our shared wonder at the peculiar predicament in which we find ourselves, of our infernal and eternal hope that we can, *must*, make ourselves better.

Irene Roberts holds me briefly in her arms and through her tears whispers against my cheek, "Thank you." And then, with the briefest of looks into my forgotten face, she disappears back into her classroom, returns to what she has done thousands of days through all the years of my absence.

On reflection, maybe those words, however ineloquent, spoken out of the entire lexicon of my language, were, after all, *just* the right words to say to Irene Roberts. Maybe they are the *very* words I would like to speak to all those teachers I carry through my life as part of me, the very words I would like spoken to me some day by some returning student: "*I want you to know you were important to me.*"

I'm not sure what excellent teaching is . . . We do know that in education at its best everything interacts favorably: people, ideas, material, campus, community, state and national events, the weather, room arrangement, the color of the blackboard, what the professor wears to class, what students wear, all the facets however you include or define them.

Isabel Crouch
Professor of Communications Science
Westhafer Award for Teaching 1981

WHAT MAKES A GOOD TEACHER?

Donald C. Roush
Executive Vice President Emeritus
New Mexico State University

Good teachers convey to students a sense of excitement about learning and involve them in a skillful mix of intense hard work and fun. An atmosphere of caring about each other is quickly established through countless displays of high expectancies and helpfulness. For example, good teachers are accessible to their students nearly any time, conduct extra sessions for students who need them, meet with students informally out of class, instill self-confidence in their students; in short, they share generously of themselves.

Good teachers are proud to teach. They command respect of their students and the community. Their enthusiasm is contagious. Their students develop an inherent desire and inspiration to learn. Good teachers know and believe that there is something special about every human being, especially those they teach, and have as their purpose to make a difference in the lives of others.

Good teachers have met face to face the sometimes difficult decision to devote their lives to the service of mankind by choosing a career in the profession of teaching. Perhaps the struggle is best described by John Lester Buford in his address "Proud to Teach" before the 1956 representative assembly of the National Education

Association when he quoted a former president of the association, Mr. Sutton, as to why he chose teaching:

> I shall never forget the difficult time I had in deciding what I was going to do in life. My father was the type of man who thought everybody ought to know his plans for life when he was 15 years old. When I saw him picking the lovely blades of corn, I would say: 'I must be a farmer.' When I rode to town and saw the bridges, I would say: 'I had to be an architect, or builder.' My uncle was a preacher, and when I saw how much his congregation liked him, I said: 'I have just got to be a preacher!' I had another uncle for whom I was named who was a country doctor. When I would ride around with him, and see how he was adored, I would say: 'I just must be a doctor!'
>
> Then I wanted above everything else to write a book. Oh, I had a thousand things I wanted to do. I couldn't decide. Before my graduation in June, Father wrote me a long letter. I have it yet. Then I took all the arguments from the seven things he said he thought I might be, and wrote them down on a piece of cardboard, and I tried to put them in parallel columns.
>
> Then being religious, I knelt down, with the shades drawn, and I tried to decide what I was going to be. I wanted to be a lawyer; I wanted to be a doctor; I wanted to be a preacher; I wanted to be a farmer; I wanted to be an architect; I wanted to write a book.
>
> About that time, the shade fluttered and the light came in, and there seemed to be a voice that said, 'Would you like to do them all?' I said I would. 'I can tell you how to do every one of them.' I said, 'How?' And the answer came, 'Just be a teacher. Some boy will write your book. It will be better than any book you ever thought of. Some girl will paint your picture, and another will give it veracity, somebody else will be the doctor, and somebody else will be the lawyer. Just be the teacher!'

Good teachers are filled with heavy doses of passion and compassion—a passion for teaching and compassion for those they teach.

Finally, good teachers are driven by a powerful force, one which makes all teaching worthwhile—that is to witness learning in others, the satisfaction of seeing students become wiser, more knowledgeable, and more sure of themselves.

Now the second question: *What do good teachers know about teaching*? All good teachers possess a thorough knowledge of the subjects they teach. Good teachers cannot know too much about their subjects. A comprehensive knowledge of the subject matter is a "given."

A similar understanding of the substantive body of knowledge about teaching processes also helps good teachers reach their maximum effectiveness. In their quest for excellence, good teachers know how to (1) organize for teaching, (2) motivate learners, and (3) select and implement teaching strategies.

Organizing for teaching begins with the planning teachers do *before* the first class meeting. Included in these deliberations are crisp goals, selected with great care, which form the basis for all teaching decisions. Such preplanning ensures consistency, avoids classroom management problems, and makes learning easier.

A major impact on planning and organizing is the 10 to 20 minute attention span of most students. Moreover, Hartley and Davies found in their studies of student attention during lectures that

> typically, attention increases from the beginning of the lecture to 10 minutes and decreases after that point. Evidence collected shows that after the lecture, students recalled 70 percent of the material covered in the first 10 minutes and only 20 percent of the material covered in the last 10 minutes. (Hartley and Davies, p. 207)*

Lectures which continue without interruption beyond 15 or 20 minutes are an inefficient use of student and faculty time. Thus, good teachers take advantage of the opportunity during a class to see that students learn as much as they possibly can. The reoganizational implications are enormous.

Good teachers know that students learn more when they are exposed to a number of teaching methods. The lecture is the least efficient teaching and learning mode. Lecturing is an effective way to present information, but an optimal combination of teaching methods is required to meet all student learning styles. Alternate ways for students to learn are selected from 26 teaching and learning modes. The inclusion of these alternatives requires astute planning.

High scholarly standards are clearly stated in both the rigor and currency of course content and the level of expected student performance with respect to those standards. The currency of a teacher's information about a given course is and should be the primary responsibility for the teacher, but at the same time discussions with colleagues are needed to update course syllabi, to keep up with the changes in the class level and subjects, and to avoid duplication of information. Otherwise, organizing and planning take place in a vacuum.

In every course, the major ideas or concepts are clearly identified with specific facts taught in relationship to those concepts. Good teachers know that unstructured instruction is rapidly forgotten.

The nature of the subject, anticipated maturity level of the students to be taught, and the adoption of teaching strategies that fit the skills of the instructor are crucial considerations. In most classes of 25 to 30, five to seven students, or perhaps more, will be "lost" from time to time as the course proceeds. Good teachers anticipate this fact and include alternative ways for students to "catch up" without unduly occupying precious teacher time.

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*References are located at the conclusion of this book.

Good teachers know that testing and grading of students greatly influence student performance. When the first test is given, the "moment of truth" has arrived. Students take their cues from the manner in which they are evaluated and graded. When students are tested for facts, they learn to memorize; when students are tested for understanding, they learn to think. A test that is fair, impartial, reasonable, and consistent with everything the teacher has said gives students the best opportunity to succeed.

Motivating students is the principal task of the teacher. The good teacher realizes the high correlation between the amount of motivation and the amount of learning. Motivation is the cornerstone of any serious quest for quality in teaching.

Motivating learners is simultaneously challenging, complicated, traumatic, climactic, exciting, and wonderful—all of which is confirmed as good teachers follow these assumptions:

> Learning is of itself a great motivator. A teacher of mathematics in one of my seminars said, "I have no problem with motivation. Mathematics is beautiful." When we help students reach that gestalt, commonly referred to as the "Aha, I understand," they are unusually motivated. Learner participation, response, and experience contribute significantly to motivation.
>
> Experiences *related to the subject* are crucial to motivation and learning. For example, Mark Twain said, "I never let my schooling interfere with my education." He recognized the critical need for the integration of student experiences with education and the extensive implications to motivation.
>
> To motivate, teaching strategies are designed to enhance learner security, acceptance, self-esteem, and self-actualization; that is, the satisfaction of knowing something or achieving one's potential.
>
> Raising the sights of students motivates them. When students ask the perennial question, "How long does this paper have to be?", the good teacher answers with another question, "How good do you want to be?," the effective teacher makes "have to" become "want to" and helps students discover that academic excellence is clearly within their reach.

> Perhaps the most important factor in motivation is that learners can receive major motivations from the classroom climate or atmosphere. The climate in which learners find themselves can be a major deterrent *or* a major contributor to motivation. Classrooms that motivate are "user friendly."
>
> *Teachers* also receive major motivations from the institutional climate or atmosphere. Motivated teachers motivate students. Motivated students drive teachers to do their best. Therefore, the conditions where teaching takes place should be ideal, not just adequate.
>
> Finally—good teachers in their quest for quality know there is something special in everyone and that helping students discover and enhance that specialty is a most powerful motivator.

Good teachers know how to select and implement teaching strategies—they are clever strategists. These strategies include, but are not limited to, teaching and learning modes, student response and experience, student confidence, and values related to the discipline.

For example, discussion in teaching is much more than the elicitation of questions and answers. Good teachers are interested in the quality of student response and employ strategies to evoke *meaningful* responses that clarify the lesson and present additional information.

Strategies of a teacher's quest for quality are designed to involve students in their own education—help them apply ideas and facts in *their* lives and gain insights into current problems. The central purposes of these strategies are the comprehension and retention of information, helping students develop confidence in their ability to learn, and providing continuous student motivation.

But the most effective and least used teaching strategy is the inculcation of values related to the discipline in the teaching and learning plan. Why is student discussion of these values so powerful?

a. Perceptions are constantly infiltrated with values.
b. Values serve as the authorities in the name of which choices are made and actions are taken. (Morrill, p. 62).
c. What students do and believe depends upon their attitudes, philosophies, and value judgements.

Susan Gardner, honor student at New Mexico State University, stated in one of her papers:

> The idea of value-free education is hard to contemplate. I cannot think of a subject that could be considered completely objective, uninfluenced by human ideas and prejudices . . . Most of the students I

> talked with said that the most drastic changes in their values have come from their social interactions. But whether they realize it or not, I think their classes are often responsible for planting the seeds that lead to continued thoughts. These are the thoughts that the students then discuss with their friends . . . A free discussion about values can raise ten questions for every question answered . . . Value discussion, with guidance, is one of the most interesting aspects of education I have encountered. . . . What students need is the opportunity to think about their values, so they can also live by them.

Faculty in my teaching seminars always devote considerable time and discussion to these statements on values. The same will happen in the classrooms of good teachers, and their students will 1) gain a deeper understanding of the subject, 2) display a greater interest in the subject, and 3) retain more information about the subject. Good teachers help students learn how to make a living and how to lead a life.

In summary, it is through these critical components—organizing, motivating, and postulating teaching strategies that our classrooms are more apt to serve as places where the zeal of the student to learn and the zeal for scholarship of the professor meet head-on. Good teaching incorporates and integrates the processes of planning, organizing, motivating, evaluating, and strategically employing selected strategies.

In the descriptions contained in Part II of this book of teachers most remembered by their successful students, it will be most interesting indeed to compare the responses with the content of what makes a good teacher and what good teachers know about teaching. My guess is that a large number of reflections will be value-laden.

I know of three ways in which a professor knows he is doing his job reasonably well: His students attend his classes regularly and take additional courses later; his colleagues visit him and feel free to take issue with or compliment his course content; and the professor himself is able to approach each class hour with the vigor and excitement of teaching those things he has spent the better part of his life learning.

—Bradley A. Blake
Professor of Anthropology
Westhafer Award for Teaching 1969

A DISTANT TEACHER[*]

David L. Colton,
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Henry Adams was my best teacher. He was dead at the time.

Adams, great-grandson and grandson of U.S. presidents, son of this nation's Minister to England during the Civil War, and himself a skilled writer and teacher, died four decades before I knew of his existence. However, his auto-biographical *The Education of Henry Adams*, required reading in an otherwise forgettable college course in American literature, was powerfully educative.

In a series of essays about teaching it may seem strange to talk about an obscure book and a dead author. Yet many great teachers will tell you that they are "mediators of learning experiences," that their impact is achieved not through direct instruction but rather through their management of students' engagement in reading, writing, experiments, group activities or field work. My engagement with Henry Adams' book provides a basis for considering the conditions of effective learning and teaching.

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[*] A colleague and distinguished teacher, Vera John–Steiner, uses the phrase "distant teacher" in *Notebooks of the Mind: Exploration of Thinking* (Albuquerque: University of New Mexico Press, 1985). In her studies of experienced thinkers, John–Steiner found that an important aspect of their own development was their study of the works of figures from the past, i.e., "distant teachers." For me, Henry Adams was a "distant teacher." I thank Professor John–Steiner for suggesting this useful phrase.

The Education of Henry Adams is a long and sometimes turgid commentary on a childhood spent in the company of some of the nation's most accomplished minds, on youthful schooling at Mr. Dixon's School and at Harvard, on young manhood spent in the capitals of Europe, and on adulthood that witnessed the unbridled growth of American and English capitalism and the concomitant diminution of the role of government and faith in the affairs of society. Near the end of his life, writing his *Education*, Henry Adams concluded that individual efforts were puny in relation to the forces then at work in the world; education that assumed individual efficacy was a sham. Formal education as he experienced it was counterproductive.

Probably Adams would be ambivalent if he knew of his book's impact on me. On the one hand he surely would have been pleased; after all he is the author of the maxim that "a teacher affects eternity; he never knows where his influence stops." On the other hand, *Education* was written in a mood of despair, driven by Adams' late-in-life critique of his formal education and his subsequent experiences. Under the circumstances Adams probably would have doubted that his own book, assigned in the course of my formal education, was educative. No matter. The book *was* educative. The question is—"why?"

I'm not certain that I could have written them out at the time, but I now think that Henry Adams' autobiography gave me three reference points for living. The first was that in a changing world education must be a lifelong process rather than something that terminates upon graduation from school or college. Adams deemed his formal education a failure because it did not equip him to deal with the world in which he lived. His education came from the world, not school. For him, schooling and education were not the same.

Second, Adams' life showed that one's roots are consequential, but that they cannot provide a design for living. Enamored with the remarkable heritage of his family and nation, Adams deemed himself unfit to cope with the possibilities of the late 19th-century world which developed in his lifetime. I do not know whether Adams' negative reaction to his world was a consequence of his broad acquaintance with it, or of excessive reliance upon the standards of the past. In any event, feeling somewhat sorry for Adams in his old-age despair, I resolved to avoid attaching undue importance to "the good old days." I would steer my own course, coping with the world as I found it.

Third, as will became apparent below, Adams provided foundations for my own philosophy of education, my own sense of what educates and what does not, and what knowledge is most worth having. Undoubtedly there were other lessons and morals. But for me these were the main ones. Significantly, each repudiated the formal education that Adams received; instead, each drew upon his life as he experienced and reported it.

How shall I account for all of this? At the outset I must acknowledge the many teachers who taught me to read and to think about what I read rather than simply to regurgitate it. Theirs was no small achievement. It could not have been accomplished without effective instruction in the classroom, drill, and extended out-of-class writing assignments, which required analysis, comparison, synthesis and evaluation. I suppose I also should acknowledge the college professor whose reading list included *The Education of Henry Adams* and the teaching assistant who required an essay on it. (I still have the paper, which evoked little more than the observation that I should have used brackets rather than parentheses when inserting a word in a quotation.) I have long suspected that the assignment was prompted by the need to survey American literature and to award a grade rather than by any notion that Henry Adams would have something special to say to me. However, perhaps I am too ungenerous.

Why did Henry Adams, dead for forty years before I came upon his book, jar my consciousness so profoundly? The book contained no sex or violence, little plot, few truly memorable passages, and no humor. Adams' life seemed to be a chronicle of dashed ideals. In these respects, *Education* was an unlikely candidate for providing important education to a twenty-one-year-old college senior. But in other crucial ways *Education* was extraordinarily appropriate.

For one thing, Henry Adams was talking about something which I recently had chosen as my lifework—education. I was flattered. Here was an important historical figure who deemed education to be of sufficient importance to warrant a whole book, a man whose course in life was, he believed, dictated by his education. What an interesting lifework!

Moreover, Adams put into words some things which made sense to me. He was a man who believed that education involved more than the acquisition of facts and theories, who asserted that formal education that failed to prepare people for the world in which they would live was inadequate education, who by his own life and work demonstrated that reflection on experience was as important as experience itself and that effective education must provide for reflection. Potent stuff.

In his reflections on education and teaching I thought I discerned in Henry Adams a philosophy of teaching that appealed to me, that helped me sort out the effective from the ineffective parts of my own formal education. I would not be like Henry Adams' teachers; I would be as he wished they had been. In a word, I would be "relevant" to the worlds my students were to enter. Operationally this would mean, a year later, that I would be frustrated by the disjunction between my 12th-grade "Problems of Democracy" class and my 9th-grade Classical Cultures class. Wouldn't it be better, I thought, to teach about Athens and Sparta in the context of the Cold War, and to teach about hieroglyphics and cunieform in the context of world illiteracy? But the curriculum didn't allow it. I thought Henry Adams would have applauded my frustration. In Massachusetts, where I taught, that was reassuring.

There was a second reason for the efficacy of *Education*. My encounter with it was interactive. I had to do more than read the book. My paper assignment required more than a simple regurgitation or comparison with another work. I had to *understand* the book, had to understand what old Henry meant by "education" and why he meant that. The book is well-marked with my marginal notes; and the term paper, for all its flaws, indicates that I went through the book very thoroughly. In the argot of contemporary education, I had to do more than "comprehend" Adams' words; I had to evaluate their significance, to utilize higher level thought processes.

It was as simple as that. Henry Adams was my best teacher because (a) what he had to say was relevant to me at that particular moment in my life and (b) I was actively engaged in the process of assessing what he was saying. In different terms, I was motivated and I was involved.

Great teaching invariably requires motivated and involved learners. The trick of teaching—the art of it—is in knowing one's students and one's materials so that motivation is found or induced, and so that the materials and techniques of instruction can be properly orchestrated. That is why teaching from a pre-ordained textbook or syllabus cannot carry one beyond basic education. That is why teachers must know their students. That is why they must know their subjects so well that they can make productive assignments. That is why a good classroom is rich in materials, why good teaching is individualized, why homework is important.

My encounter with Henry Adams was accidental, a happy outcome of a course I had to take and an assignment I had to complete. Education which is accidental is just as powerful as education which is intended. However, in our formal institutions of education it is not enough to hope for accidental learning. The cost—society's resources and students' time—are too great to tolerate accidental education. Thus we must invest resources in the design of lessons and courses that increase the probabilities of motivation and engagement, that do more than present material to students. We must have well-trained teachers, and they must have working conditions under which they can encourage motivation and engagement. Only under these circumstances can a teacher's influence extend beyond the inculcation of basic skills. Only then can a teacher truly educate.

I would like to see the teaching profession continue to be one that attracts dedicated persons to the classroom, and I believe that conditions in the profession have a great deal to do with whether or not this occurs.

—Allan H. Savage
Professor of Accounting
Westhafer Award for Teaching 1983

CHARACTERISTICS OF GOOD TEACHERS

Barbara J. Simmons,
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A single essay cannot identify all of the characteristics that good teachers possess. Many of the characteristics are subjective and quite difficult to measure. For example, Wilhelms (1973) wrote that teachers who are really effective are those who feel good about themselves, their colleagues, and their work. Although such feelings and attitudes may be difficult to assess, the importance is apparent even to casual observers.

Researchers such as Rosenshine, Hunter, Brophy, Goodlad, and Joyce have spent years trying to identify skills that teachers need to maximize student achievement. Many of these research findings are being refined at a rapid rate. Hopefully, more accurate descriptions of good teaching will be developed in the future. The following non-inclusive list of characteristics was formulated by combining research findings with observations made during 27 years of teaching experience and visits to hundreds of classrooms.

In my opinion, good teachers:

Know their students.

All students have experential backgrounds that either help or hinder their ability to learn. Wasserman (1985) describes placing these experiences in a suitcase. Sometimes the suitcase that a child carries to school is so filled with unhappiness, lack of confidence, and desperation that these emotions spread like an infectious disease throughout the classroom. Other children have suitcases filled with superior skills, love, and joy. When teachers are with children who have vastly different emotional and experential backgrounds, the good teacher strives to know each child and to provide for individual differences. The teacher recognizes that each child has a unique learning style and tries to provide instructional strategies that will meet the learner's needs.

Teachers who know students utilize their knowledge about child development when designing curriculum. An understanding of cognitive development is of critical importance if a teacher is to know how children of different ages learn best. Good teachers observe behavior and respond with pedagogical expertise and caring attitudes.

Have high expectations.

The topic of teachers' expectations was given considerable attention when *Pygmalion in the Classroom* by Rosenthal and Jacobson (1968) was published. Later, studies by Brophy and Good (1974) found that teachers with low expectations act in ways which minimize student achievement. These behaviors included providing low expectation students with more criticism and less praise. Low expectation students in the studies were asked to respond less frequently, received minimal amounts of immediate attention, and were not given adequate time to respond to questions. Most teachers who act in ways that make it difficult for children to succeed do so without awareness. Brophy and Good (1974) discovered that teachers were able to change their behavior if the problem is called to their attention. Good (1981) stressed that a teacher's anticipation of specific behavior is likely over time to influence students to "conform more and more closely to the behavior originally expected of them." Because of the consequences of teachers' expectations, it is essential for teachers to challenge students and to have high expectations if optimal teaching and learning are to occur.

Promote uniqueness, not homogeneity.

Some teachers believe that all children should behave identically. In fact, deviation from the norm is often punished. Good teachers encourage the development of each child's uniqueness and thereby increase each individual's potential. On the other hand, teachers who promote homogeneity are striving to create learners who require only one lesson plan, depend on the teacher, and spend a great deal of time trying to please the teacher. Wasserman (1985) observed that in environments where children are treated as individuals and unique members of a group, students will demonstrate acceptance of others, increased creativity, enhanced personal autonomy, and improved mental health. Students also will show an overall improvement in the quality of learning. Good teachers promote uniqueness and value the diverse experiences that students bring to the classroom.

Maintain an appropriate classroom environment.

To determine whether a classroom environment is appropriate requires analysis of both students and teacher behaviors. Questions to be answered might include these:

1. Are the students paying attention?
2. Are students striving to complete assignments?
3. Are cooperative attitudes being exhibited?
4. Does the teacher accept and respect each student's contribution?
5. Does the teacher give specific praise?
6. Is there order throughout the class period or day?
7. Do transitions require a minimal amount of time?
8. Are mistakes recognized as effective steps to learning?
9. Do classroom procedures promote a clear audience focus?

If the answer to all nine questions is affirmative, the teacher has been successful. Both the teacher and students are accepting responsibility for maintaining an environment that supports the learning process.

Provide emotional support for students.

Good teachers provide effective instruction and create an environment that is warm and supportive. Children want to be liked and respected by their teachers. Cullum (1971) expressed one child's feelings:

> When you don't like me, teacher,
> I feel the whole world sees me in wrinkled pants.

Or in my underwear with no pants on.
    I know I'm not very smart.
And sometimes I laugh when I shouldn't.
    But I don't want to go home with you not liking me.
Please!
    Choose me to wash the blackboards at 3 o'clock.

Children aren't the only learners who desire emotional support. Witlie (1985) found that graduate students who described effective teachers remembered that they were firm, fair, challenging, and compassionate. Classroom environments were based on a confidence between student and teacher and nurtured by trust and faith.

Barnes (1981) documented the importance of having teachers respond respectfully to students' contributions. Good teachers generally attempt to think themselves into a child's frame of mind in order to understand the individual's reasoning. Trust, open communication, and a toleration for differences are found in classrooms of effective teachers.

Possess knowledge and pedagogical skills.

Brophy (1976) very wisely stated that it was a fundamental misconception to equate effective teaching with the mastery and use of a few general approaches. Instead, it seems that effective teaching involves the orchestration of a very large number of principles. Only a few of the principles will be presented in this essay. For example, one research finding that continues to be reiterated is the need for structure. Rosenshine (1985) reported (1) that students taught with structured curricula do better than those taught with individualized or discovery approaches; and (2) that students who received their instruction directly from the teacher received more than those expected to learn new materials on their own or from each other.

The work of Hunter (1984) clearly indicates the importance of having a structured lesson plan. Her six elements include (1) Anticipating Set, (2) Input, (3) Modeling, (4) Checking for Understanding, (5) Divided Practice, and (6) Independent Practice. These guidelines related to structure are not being practiced in most classrooms. Goodlad (1984) found that half of the elementary students he interviewed during his study of schooling did not clearly understand what their teachers wanted them to do. These are just a few examples of the information that is available, but not always used. Students deserve to have teachers who make rational decisions based on knowledge of significant and current pedagogical research.

Emphasize thinking processes.

Joyce and Weil (1980) point out that teachers have many models they can use to teach students both content and intellectual process. Joyce (1985) also recommends making the teaching of thinking an important component of every school activity. He states:

> There is no interest conflict between teaching the fundamentals of citizenship in a democratic society, learning to read, writing, analyzing literature, engaging in scientific inquiry, and participating in the performing arts or athletics, on the one hand, and learning to think on the other. All have some educational truth and each is enhanced by the other. To teach the basic subjects without teaching thinking simultaneously not only neglects thinking, but is insufficient.

Such integration is imperative if teachers expect to meet the higher standards currently being demanded by educational reformers.

By teaching students to think we promote autonomy and encourage creativity. When students are guided to pursue better ideas, they will develop solutions beyond the teacher's anticipation. Students are not the only individuals in schools who need to utilize thinking models. Teachers, principals, and supervisors need to foster reflective thinking about the teaching processes being used in the classroom. Research should be analyzed and used to stimulate critical and imaginative thinking about how to help children, adolescents, and adults in their search for meaningful learning.

Are proud of their profession.

In the second paragraph of this essay I stated that I have been a classroom teacher for 27 years. I am proud to say "I am a teacher." The good teachers I know also have pride in their profession. Yes, it is often a lonely job largely done in isolation from colleagues, working conditions are not optimal, and educational reformers thrive on telling us what a poor job we are doing.

However, the benefits outweigh the disadvantages. Good teachers enjoy people. Teachers cannot forget the optimistic, enthusiastic, and sometimes sad faces of students they have taught. Appreciation from these people and their parents may not come until after a student has been out of school for many years. Along with this appreciation, respect often results. Such respect is well deserved when teachers strive for personal knowledge and rejoice when ideas can be shared with students.

Last, but not least, teachers serve as models for students. In this time of crisis and imminent teaching shortages, it is most important for teachers to epitomize excellence and encourage talented students to say: "I also want to be a teacher."

Dedicated teachers possess many pedagogical talents. Some skills relate to methodology but other more subjective characteristics emanate from the individual; therefore, teaching is not a science but an art. Luis Martin (1985) wisely stated:

> Methodologies are to great teaching what a musical score is to the sound of a great symphony. The score does not make the sound; human beings do. Following the same score, a gifted musician creates art and a poor one treats the audience to a musical catastrophe. Teaching is an action that emanates from a person, the teacher. The qualities of that person will ultimately determine the nature and quality of the teaching.

There is no doubt that teachers with the talents discussed in this essay can make a substantial difference in the lives of children in the future of our country.

As I look back and recall the teachers who I feel were most effective in helping me to learn, it occurs to me that they all had certain characteristics in common. They were competent in the subject matter and presented well-prepared lectures. They encouraged students' questions and opinions. They were enthusiastic about the subject and made their teaching relative to life itself. In addition, they were approachable, friendly, available, and they each had a sense of humor. They were concerned about my progress and interested in me as a person.

—Leonard A. Traina
Professor of Engineering
Westhafer Award for Teaching 1979

TEACHERS MAKE THE DIFFERENCE

Dewayne A. Matthews,
Executive Secretary,
Commission on Higher Education, New Mexico

The nation is preoccupied with teachers. Numerous state and national reports have focused attention on the teaching profession and its effects on everything from economic development to the continuation of the American way of life. A quotation from one such report reflects the tone of many of them:

> If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively into the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. (*A Nation Prepared: Teachers for the 21st Century*—Carnegie Commission on Education and the Economy)

In the aftermath of these reports, many citizens and policymakers reacted with alarm to the perceived crisis in American education. The crisis was said to center on the alleged failures of teachers. Teachers were told they had failed—failed to guarantee a high level of academic achievement in every student, failed to prevent drug and alcohol abuse, failed by being too hard or too soft on students. Is it any wonder that some teachers reacted defensively to what many saw as an attack on the profession?

Ironically, all this attention did not signify a change in attitude toward teaching or teachers. Americans have always had high expectations for the teaching profession. When America needed to assimilate vast numbers of immigrants, it turned to teachers. When America needed to respond to the scientific challenges of the post-war period, it turned to teachers. Now that America faces the need to extend its unmatched standard of living and commitment to social values to new generations in the face of unprecedented challenges seemingly from all quarters, America once again turns to its teachers.

Can teachers meet the challenge this time?

When I was in high school in Albuquerque, I was a member of the debate team. My debate coach and speech teacher was Larry Hodgin. Valley High had a lot of success in debate that year because Mr. Hodgin was a very good debate coach. He encouraged us, he pushed us, and most of all, he really understood debate. Mr. Hodgin had been a very successful college debator and set high standards for our performance. But this alone does not explain why Larry Hodgin had such a profound effect on me that I still consider him one of the most remarkable people I have ever met.

Mr. Hodgin sponsored two clubs at Valley High School, the debate team and the rodeo club. Mr. Hodgin had also been a very successful rodeo cowboy as well as a college debator; in fact, he had been a professional calf-roper and had the championship belt buckles to prove it. I remember him teaching public speaking and parliamentary procedure to the Future Farmers with the same time and effort spent on the debate team. I can honestly say that it had never occurred to me that someone could be a championship debator and rodeo cowboy. I began to consider new possibilities. I began to see and appreciate people around me that I had never noticed before. Because of Larry Hodgin's example and encouragement, my life changed in a real way. I grew up a little.

Mr. Hodgin left teaching a year later, I assume for economic reasons. But a year or two ago I ran into him and he told me that he is teaching again at a high school in Albuquerque. I'm not surprised. He's a teacher.

Will teachers make the difference this time? Can they meet the challenge? Is there any doubt? One by one, student by student, teachers make the difference. They always have and they always will.

The university is intimately concerned with what society considers valuable. But its business is to do more than describe what it sees. Patiently, and over the long haul, it is to change—to improve—those values.

And it does this, not primarily through great campaigns of public appeasement, but by carrying on its work of trying to educate those students the society sends it, to whatever degree the capacity of those students permit, so that, as they return to the society they are equipped to assume the proper responsibility for helping to enlighten it. And they do this best by themselves being enlightened—through education.

—Joseph H. Forsyth
Professor of English
Westhafer Award for Teaching 1961

ON THE SUBJECT OF TEACHING

Alan D. Morgan
State Superintendent of Public
Instruction, New Mexico

Question: What do the preceding five essays have in common?
Answer: They contain much in common but are dissimilar, too.

With the archetypal bureaucratic answer of "yes and no" to the simple question noted above, I begin my contribution to *In Celebration of the Teacher*. By this point, most readers of this book have read the preceding five essays. Each essayist identified what he or she believes to be the chief characteristics of effective teaching or of effective teachers. Each writer is a leading educator in his or her own right. In fact, most of the five persons have taught in elementary or secondary level classrooms. All five are products of a public education.

I found the preceding essays to be thoughtful, entertaining, sometimes academic, and generally supportive of the tenets held by most of us about what constitutes good teaching. As the titular head of New Mexico's educational bureaucracy, I find it encouraging that these five essays support a regulation adopted in 1981 by the State Board of Education. The particular regulation to which I refer is one that suggests it is possible to identify essential characteristics of good teaching; and therefore, it is possible to train for, develop, and measure key aspects of effective teaching.

To explain better my answer to the question about what the five essay held in common, I note that the essayists had no trouble in citing exemplary teachers from their past and from among contemporaries. As I read their essays, I too contemplated the 35 to 40 public school teachers who taught (or tried to teach) me lessons of life and to imbue in me values for living. Some of those teachers are deceased; some attempt to keep in touch even today; one is in prison; all are important—either for what they taught me or for what they tried to teach me but I failed to learn.

Some time ago, Don Ferguson and Gerald Thomas invited me to write this essay "On the Subject of Teaching." With considerable prodding from the two of them, I complied. I doubt they would agree, but I found the difficult task was not rearranging my daily work schedule in order to write; it was instead the challenge of collecting and organizing my thoughts on the important subject of teaching.

As teachers, we understand that knowledge and skills can be acquired without us. They can be learned through the natural operations of the human mind. Intellectual skills of the learner either can be assisted or hindered by the teacher. I have observed a few teachers in my career who unfortunately regard themselves as the primary cause of learning. Such teachers believe they have singularly produced knowledge in the minds of students. The cooperative nature of teaching suggests to me that it is the role of the teacher as guide which more successfully results in student learning, albeit essential for the guide to be knowledgeable in the matters to be learned. But it is what the teacher releases from within learners that leads them to their own resources that matters more than what the teacher tells of what he or she knows.

New Mexico like most other states has been in the midst of an era of school reform in recent years. While legislation has called attention to the key role of the classroom teacher, it is my belief that the only educational reforms of lasting significance are those which transpire in the interaction between teacher and learner. Good teaching is the product of true partnerships among communities, parents, administrators, teachers, and students; it does not result from any singular legislative or regulatory action. Reform is nurtured within the schools more than imposed from without.

Let me return to the five essays which precede mine. Their dissimilarity is remarkable. It is also wonderful. Just as no two students are precisely the same, each essay reflects a unique style and a personal view. But they arrive intellectually at many conclusions in common. These five educational leaders have written of their parallel experiences without having ever shared the same classroom.

It is my opinion that teachers, next to families, hold the greatest potential for influencing the development of a child's behavior, values, and knowledge. The evidence is irrefutably clear—many elementary and secondary teachers have been, and are, doing an excellent job educating our youth.

In the Introduction to *In Celebration of the Teacher*, Don Ferguson and Gerald Thomas tell us that this book is not about only New Mexico's teachers. Good teaching has universal appeal, they remind us. I agree; however, New Mexico is particularly blessed with cultural diversity, a rich and unique history, and a future filled with opportunity. Each of us should take pride in the quality of teachers who choose to practice their profession in this state, and thereby facilitate the continuation of our special lifestyle.

On the subject of teaching, I am convinced that good teachers reflect a love of their profession and the work they perform; they have a firm grasp of what is being taught and an abiding respect for the minds of their partners in the learning process. As you read this book, you may find that you recognize none of the names of these memorable teachers. However, I will be surprised if you do not recognize the superb characteristics of the individuals about whom this book is written.

If I am a good teacher, it is to a large extent because over the years I was fortunate to have a great number of excellent teachers, all of whom have been an inspiration to me.

—M. Dale Alexander
Professor of Chemistry
Westhafer Award for Teaching 1985

Knowledge, innovation and teaching strategies are a part of the cognitive skills that lead to teaching excellence. Peter R. Gurule, biology teacher, with a group of students at Mayfield High school, Las Cruces, New Mexico. Left to right: Peter R. Gurule, Rose Lewis, Sammy Montoya and April Candella.

PART II

TRIBUTES TO TEACHERS BY FORMER STUDENTS

The heart of this book is contained in the pages that follow. On them are recorded memories of a wide variety of people whom we asked to describe the most influential teachers they had in school and/or college. These reminiscences provide a fruitful and gratifying passage into the lives and professional practice of dozens of teachers and professors clearly worthy of celebration. More than 300 "teachers" are cited in the entire book. A detailed analysis in the last part is based on 249 of them as described by the group of respondents who answered our request for tributes to their most impressive instructors.

> *. . . What is a teacher without students? I do not refer to them as the source of our bread and butter—though of course they are that. I think the stimulus that is provided by a good student is the most powerful one that any teacher can have, and the feeling of accomplishment in seeing that student progress and succeed is a teacher's most exhilarating reward.*
>
> *—Marlowe G. Anderson*
> *Professor of Biology*
> *Westhafer Award for Teaching 1965*

A. SAMUEL ADELO

Retired Attorney, Director of Public Affairs, Gulf Oil, Santa Fe

The teacher who made a difference in my life is Brother David Tejada. He was my teacher at St. Michael's High School in Santa Fe, New Mexico, from 1936 to 1940.

His genius as a teacher was that he taught me skills, motivated and inspired me. Brother David took an interest in each student in his class. He established a personal relationship with each of his students. He knew each member of the class by name. He let us know we were important. Additionally, Brother David quickly identified our academic strengths, our academic weaknesses. He capitalized on those academic strengths by requiring more achievement in those subjects where we showed strength. He gave us individual attention and demanded extra work of his students in those subjects where we were not achieving the excellent standards he set for the entire class.

Brother David was proficient in building interest and enthusiasm in the subjects he taught us. He exercised care and vigilance over his students' concern and dedication. By developing my skills in Spanish, for example, he was the prime motivator in encouraging me to use that language skill as a vocational tool and medium to enrich my cultural background. This ability led to a rewarding career as a teacher of languages. Later when I became an international lawyer, languages were necessary as a working tool and aided me to understand the cultural backgrounds of the peoples I dealt with in other countries.

Brother David prepared his classes well. He led us to spend a well-balanced amount of time on task, to do meaningful homework, and to prepare adequately for class and literate recitations that had a relation to other subjects in the curriculum.

For the reasons stated above, Brother David Tejada made the difference in my life and, I am confident, in the lives of hundreds of students who studied with him. He is now retired and continues to apply his art of teaching as a curator of the Old San Miguel Mission in Santa Fe.

I appreciate this opportunity to recognize one of my high school teachers whose genius in teaching did make a difference.

Armondo R. Alba

Armando Alba and Associates, Trade and Technical Education
Enterprises of New Mexico, Las Cruces

Rusty Hofacket was the head football coach and physical education instructor at Deming High School for 24 years ('50s through the '60s) at which time he became the winningest coach (percentagewise) in New Mexico. Rusty was more than a winning coach to the people in the community; he was a friend and professional to all, both young and old.

Deming High School had a reputation (during this era) of good academic preparation for its students and also good retention in college. People like Rusty were responsible for encouraging solid preparation for college which led to retention and graduation. I graduated from high school (1960) in a class of 115 students. Of that number 58 graduated from college.

Even today, I seldom visit Deming without giving Rusty a call or stopping by. I owe much to this man who has been the cornerstone of many successful Deming youths.

Robert O. Anderson

Former President, Atlantic Richfield Company,
Roswell, New Mexico

I had the rare opportunity to attend the University of Chicago Laboratory School for both my primary and secondary education. As a result, I had a remarkable group of teachers, many of whom are teaching at the university level and doing post-doctoral work.

Without exception the teachers I remembered were those with a high level of interest in both their students and their own disciplines. Teaching is much more that a vocation. It is a genuine commitment to future generations and those who are anxious to learn. There is no greater challenge or reward than to be a good teacher of any subject and to see the world through the eyes of those you teach and in turn to permit them to see it through yours.

Enthusiasm and patience must exist side by side. Intellectual curiosity must be stimulated to turn a mediocre student into an enthusiastic scholar. I shall be permanently indebted to the many who taught me, not only within the confines of a formal education but throughout my life.

JANE NUNEZ ANGLIN

Director of Secondary Instruction of Roswell Public Schools,
Roswell, New Mexico

Biology Professor Eugene Staffeldt had a great impact on my college career and later career as a teacher. I learned much biology from him because he tried to make it an applicable subject, not just theory. I knew from the seventh grade on that I wanted to be a teacher and he solidified that goal. He was the kind of teacher I knew I would like to be. If I hadn't had him, I would have missed the humanism that should be involved in teaching. He treated me personally as special, but he did that with many, many individuals. He wanted us to remember we were individuals and never to accept mediocrity.

TOMAS A. ARCINIEGA

President, California State College at Bakersfield

Two college teachers who made an impact on my life were Dr. Frank Angel, then a professor of educational administration at the University of New Mexico, and Dr. Claude Dove, a professor of psychology at New Mexico State University. Though very different individuals, both shared a genuine love for what they taught and for the profession of teaching.

Professor Claude Dove's deep-felt convictions regarding current social issues, particularly bigotry in America, made his class lectures powerful and timely ones. His unflinching commitment to equality of educational opportunity was always evident but presented in clear and carefully reasoned terms related to the principles and content of the course. What also came through in all his dealings with students was his enjoyment of young people.

Professor Frank Angel was the person most responsible for my interest and involvement in the field of educational administration. Although a tough taskmaster and demanding teacher, his active involvement with ideas made scholarship and research all of a sudden meaningful and critically important endeavors. He gave and expected much from his students; at times, perhaps too much, because he invariably chose to assume that each and every one of his students cared as deeply about the education of people as he did and therefore was willing to become as engaged in the world of theoretical notions and concepts as he was. The curious and exciting thing is that his students invariably responded so well to his approach. The quintessential qualities that made Frank Angel such a superb teacher were as a keen intellect coupled with the ability to take a deep personal interest in the aspirations of his students. As a consequence, at least for the duration of his course, all became active and aspiring would-be scholars, often putting aside "bread and butter" concerns in order to make time for those essential readings and intellectual encounters with the ideas of cutting-edge thinkers in the profession.

But the most inspiring attribute possessed by both of those individuals is that they knew so well how to demonstrate in thought and practice how much each cared, both about the world of professional ideas and about their students as people.

ABE LUJAN ARMENDARIZ

Owner and Instructor, A and E Driving School, Las Cruces

As a young high school and college student, I had a great deal of difficulty speaking and writing in the English language. When I married, all of this changed. As I continue in my doctoral studies and in my career as an administrator, the skills this lady taught me have paid great dividends. I know that she taught me things I did not learn as a young man. For this I am indebted to her. She not only was a great influence in my life but in the lives of others. The fact that this lady is my wife (Emma J. Armendariz) should not exclude her from receiving the recognition that she rightly deserves.

Jim O'Toole was my high school history teacher and basketball coach. This man influenced me to pursue a similar career in education and, as a result of his modeling, encouraged not just me but countless other Mexican-American student/athletes from the Anthony area to do the same.

He was a very humble man who expected nothing but the best from me and others not only in the classroom or on the basketball court but in life as well.

Jim O'Toole retired last year after 37 years of service mainly to student/athletes from the southern part of the state. Many people remember him as a great humanitarian.

ROGERS ASTON

Sculptor, Roswell, New Mexico

Miss Tandy was friendly but firm with high class discipline. She gave extensive homework but taught in such a way as to challenge and interest her students. She had a way of bringing out the best that was in each student. She was the kind of teacher that made the student look forward to going to class. You sensed a deep personal interest in yourself as a student. She was firm but fair. She knew her subject matter in detail and scheduled classwork in such a way that each period was productive and interesting.

Miss Tandy opened my eyes to the value of books and the contributions of great minds through literature. I learned good study habits through her teaching and example. Miss Tandy gave full meaning to the purposes of education. She was a remarkable teacher and a most admirable lady.

Dr. Frank Baxter at the University of Southern California was a noted Shakespearian scholar. He taught with such enthusiasm and wit that his classes were so popular that students were turned away due to lack of space. Dr. Baxter was dedicated to punctuality and woe be to the student who came in a moment or so late. . . . he would stop his teaching and transfix the tardy soul with a withering glance while asking his name. He would then announce, "If it is not too much to ask, I request that you take your seat so we can get on with our work." Needless to say, students rarely came late to class.

His fund of knowledge seemed boundless and a twinkle in his eye spoke of a fun-loving and enthusiastic spirit. Dr. Baxter advised at the first meeting of his class that if you attended class or didn't was not of major interest to him as the loss would be yours. He so filled his comparative literature classes with the juice of life and a sense of humanity that I would not have missed under any circumstance. The characters in literature studied became living and breathing beings and you, briefly, lived a part of their lives with them.

Baxter was a storyteller of uncanny ability. I never could decide where the teaching stopped and the performer took over. When Dr. Baxter taught, there was a vitality and stimulation of the mind that amounted to an experience long remembered. He lighted the dark hallways of the past like a bright torch and the student found himself eagerly delving into every nook and cranny. It was a mind-expanding experience to study under Dr. Baxter. I have been privileged to study under many fine teachers but Frank Baxter was unique and the most unusual explorer of the joys of the intellect that I have ever encountered.

I would like to add that Dr. Baxter was the television host on the Bell system "Doorways to the Mind." He narrated these prize-winning TV documentaries for a period of years. Society is richer for teachers such as Dr. Frank Baxter. He not only taught but he challenged and inspired. Baxter's students were taught to "hunger" for knowledge. He was the right man in the right place and thousands of lives were changed and enriched because of this remarkable teacher.

KEITH W. AVERY

Western Artist, Roswell, New Mexico

As I reflect on my college experience, I realize that I learned to finish the things I had started. Most of my failures prior to this experience were the result of reaching my quitting place before accomplishing the myriad things I'd undertaken. Because Dr. Isobel Carroll implied an Ag. Major was too inarticulate to communicate intelligently, I wrote a poem accepted for the 1952 *Anthology of College Poetry*. She *challenged* me.

Dr. Marian Hardman took me and my art work to Bishop Metzger of the El Paso diocese of the Catholic church and he bought one of my paintings and I learned that the pursuit of excellence was its own justification. (I'm a Protestant).

I especially liked, and still revere, Maude Tully Guthrie and H. O. Smith. They were tough, no nonsense teachers. I learned that if you could slug it out until you were the last man standing, you could earn deserved respect and henceforth help others accomplish goals to which they aspire by learning to keep on keeping on.

LUCIANO R. BACA

Former Director, Office of Education, Governor's Office, Santa Fe

The teacher who most influenced me was Dr. Lynn I. Perrigo, long-time professor and Chairman of the History and Social Sciences Department at New Mexico Highlands University. As a teacher, Dr. Perrigo was always well-prepared to conduct his classes, provided the findings of current research, and was objective and thorough in covering assigned topics. Even though busy with professional responsibilities and other university-related activities, Dr. Perrigo devoted much time to community service and, in my judgement, almost singlehandedly had Fort Union declared a national monument. In addition, he also squeezed out time needed to develop, write, and publish the history of Las Vegas and the region. All of these activities, naturally, endeared him to his colleagues and his neighbors.

In addition to meeting all of his professional and community responsibilities successfully, Dr. Perrigo had/took the time needed to counsel students, sponsor student activities, and to serve as friend and mentor to dozens of students yearly. He was a person and professor never too busy to stop and help the struggling student or to counsel with the more successful student, thereby instilling in many of us a respect for teachers and love of teaching.

Why do I pick Dr. Perrigo as the teacher to influence me most? If the reasons cited above are found lacking, the shortcomings are mine. Hundreds of Dr. Perrigo's students, I'm confident, will concur with my tribute to a very fine gentleman, scholar, and friend.

Max Balke

Regional Manager, Pacific Gas and Electric,
Moss Landing, California

I remember one teacher really well: mechanical engineering professor "Pop" Lukens. I think "Pop" Lukens' interest in power generation was the reason I got into this area. He showed me we were just scratching the surface of the subject in college. As it turns out, this field has been an excellent choice for me. It has afforded me the chance to use my technical skills as well as management skills.

Richard Barr

President, Southwest Community Health Services, Albuquerque

James A. Hamilton was founder, professor and director of the program in Hospital Administration at the University of Minnesota. From the "stress interview" he conducted 25 years ago concerning my admission to his graduate program to his death last year, he was my teacher and mentor. He was informed and current. His Socratic style forced logical thinking and succinct communication. He was committed to excellence in hospital administration as means to an end—caring for patients. His commitment to excellence never seemed unreasonable; he wanted each of us to be the best that we could be. His values were subtly imparted. He was one of the first to recognize the mission, vitality and necessity of the community hospital.

While Jim Hamilton was a national power broker, he always had time for counseling his current and former students. His friendship was unconditional in that he truly believed it was his responsibility to be available and of help to his students. He was a superior teacher who became my mentor. I was privileged to be his student and am proud of that and always will be.

DONALD A. BEASLEY

Comptroller, Woodward Lumber Co., Las Cruces

During my formal education, two individuals had significant impact on my life.

While in high school at Clovis, New Mexico, Mrs. Lois Jones was my English teacher. Mrs. Jones prepared me for college extremely well. She was insistent upon my learning writing skills so necessary for proper communication. She worked with great enthusiasm and kept the classes interesting, fun, and a great environment for learning. More than anything else, she taught me about the symbolism that is with us in our lives. Yes, Mrs. Jones, I did learn about symbolism.

While attending New Mexico State University, I majored in accounting. Lionel Haight was my accounting professor. Mr. Haight was very strict and demanded that our work be well prepared at all times; we never knew when a test would be so we always had to be prepared. Because of his teaching, I am able to carry this "priority" for preparedness with me into the business area.

I feel very fortunate to have had many great teachers. I believe these two helped most in that one helped me see life and to communicate those feelings, while the other brought out the pursuit of excellence which was within me.

Thank you, Mrs. Jones and Mr. Haight.

CHARLES E. BECKNELL

President, Becknell and Associates, Inc. (Insurance), Albuquerque

Mrs. Eloise S. Valley Hatchett was not only an outstanding teacher but she was an outstanding human being as well. Her radiant personality was epidemic and she personified class, dignity and confidence. She tried to instill these qualities in all her students. She also stressed hard work as an essential quality for uplift; politeness and promptness as virtues that will be valuable assets in later life; and pride in a job well done. Although she taught her classes in a segregated school (sometimes she did not have enough textbooks for all her students), she never complained nor did she offer any excuses. She refused to be restricted by these limitations; and through her own creativity and imagination, she opened up the world to her students. Specifically, she made me believe that I could be anything that I wanted to be if I prepared myself and worked harder than my competition. She also taught me to strive for *excellence* and that a good education is the key to success.

Ralph Tasker, basketball coach at Hobbs High School, is one of the winningest coaches in America today. His record as a coach is phenomenal; yet, very few people realize that he is also an excellent classroom teacher. The self-discipline, desire and hard work that he demanded of players on the basketball team was also demanded of his students in the classroom. In Tasker's classroom, learning was an enjoyable experience.

His influence on my life was also greatly felt on the basketball court because he taught his players how to be winners—not only in the game of basketball but also in the game of life. He taught us pride, dignity, hard work, and how to set and attain goals.

CHARLES BENSON

Superintendent, Corpus Christi Schools, Texas

Was there an influential teacher in my life? Oh, yes—Dr. Darrell Willey, my major professor in the NMSU College of Education during my doctoral program. He was very demanding and caused students to perform at their highest level because his expectations were so high. At the same time, he was a humanist—he cared about us, about our personal lives. What I learned from Darrell Willey has influenced the way I work as an educator. I try to relate to people as a human being, not just as a superintendent. And I have high expectations for the people I work with. Expectations are really the key to encouraging the most effort from people.

JEFF BINGAMAN

Member of Congress, United States Senate, Washington, D.C.

I think it is safe to say that I have learned something about teaching by having lived next to it for so many years. My mother, my father, and my sister are teachers, and I think they would join me in what I am about to say about the teacher who made the most difference in my life—aside from them.

In our society, good teachers are precious resources who deserve our sincerest thanks; great teachers are national treasures who deserve to be emulated, honored, rewarded and remembered.

The teacher who meant most to me in my formative years was Mrs. Gladys Gruschus—for years the patient, enthusiastic mathematics instructor at Western High School in Silver City.

Her success, I think, rested partly in her resilience and partly in the enthusiasm with which she taught her subject. Her resiliency manifested itself in a wonderful sense of humor—a sense of humor which understood our adolescent personalities so thoroughly that she was able to guide and shape and teach without carping and without having to suffer an undue measure of teenage foolishness. At the same time, she took such an intense interest in her subject that she ignited our curiosity and fueled our growing enthusiasm for the rudiments of trigonometry, algebra, and geometry.

Some, I am sure, merely learned her lessons and went home with her blessing; but with those who showed even the faintest hint of additional interest, she was tireless in her efforts to stimulate, to inform, and to go beyond the normal curriculum to communicate all that their minds could accept.

Mrs. Gruschus is, in every way, a completely admirable human being. A widow with a family to support, she lived in a small, spare house and worked hard to balance her life's requirements with her circumstances. I remember her with respect as a great teacher and with appreciation as a fine person. She combined both of these professional and human qualities in a way that I will not forget and will always admire.

Emma Hawk Briscoe

Professor Emeritus, Missoula, Montana

Miss Annie Thomas was my first and second grade teacher at Grady in 1919 and 1920. She was then and still is to me the epitome of the true teacher. I can still see the big chart and pointer she used when teaching phonics. She made learning to read seem easy, and even then she knew she should help us feel good about ourselves. I can remember only good things about her and feel that she was the beginning of my desire to be a teacher. She was loved and admired by the whole community, and we were all saddened when after several years she accepted a better position in Clovis.

She attended summer sessions at the Las Vegas Normal (later Highlands University) and sent postcards to her pupils. I still have one with a picture of her in front of one of the campus buildings. It shows her dignity and yet her love and feeling for her pupils.

All during my school years I worked hard to be a good student. I feel that I owe much of this attitude to the beginning Miss Thomas gave me as well as the high regard I have always had for teachers and teaching.

Professor F. A. Coffee taught economics and history at New Mexico State University in the thirties. His courses were serious ones but enjoyable. No time was wasted. He gave long, hard essay-type tests and graded them carefully. He took the time to write notes on the papers. I still have an economics paper on which he wrote: "This is the best answer to this question I have ever had." Coming from Professor Coffee, I considered that a real compliment.

He, like other teachers I've had, made teaching seem a high calling; and like those other good teachers, he was hard-working, sincere, and expected much of his students. When I went into college teaching, he was one I felt I wanted to be like.

DONNA BROWN

Special Education Teacher, Gadsden Junior High,
Anthony, New Mexico

Dr. Luiza Amodeo is probably the most influential education force in my life. I worked under her direction for three years and learned much more working for her than I ever could from any education course. Her professionalism and great knowledge of education have been invaluable in furthering my own career in teaching.

Judy Molina is one of the most caring, productive public school teachers I have ever met. She takes great interest in each individual student and devotes many hours of her own time, money, and resources to being the best teacher she can be.

* * *

BILL J. BRUNER

Director of Admissions and Records, New Mexico State University

It has been more years than I care to admit since I sat in Miss Elsie Trowser's high school English class in Sedan, Kansas. Her concern for students combined with gentle firmness provided an atmosphere conducive to learning in her classroom. While she never spoke a harsh word, there was never a doubt regarding who was in control or what her expectations of students were.

During my last visit home, I was fortunate to see her. She seems not to have changed at all. Over all the years, she still commands respect from former students. More important, however, is that warm glow and caring attitude which continues to permeate the space around this great lady.

* * *

JOHN BURGESS

Principal, Clayton High School, Clayton, New Mexico

Dr. Roy Rodriguez's humor and knowledge had a big influence on me. He made me aware that you need to be very well rounded in all educational aspects of curriculum to become an effective school administrator. When I got into his courses, he really influenced me to go into administration.

Coach Lou Hensen had a big influence in molding my professional career. I learned from him that you can't please everyone all the time. If I hadn't had a relationship with Hensen, I would never have gone to college because I couldn't afford to go. But he happened to recruit me. Because of him, I'm where I am today.

Most of my teachers were teacher-coaches. As I get into different situations I feel I can remember the examples they set. I do think teachers make a difference in people.

GERALD M. BURKE

Vice President for Administrative Affairs,
New Mexico State University

During my first four years of elementary school, I attended a one-room school with my two brothers. In the fifth grade, I was the only student left for the one-room school; therefore, it was closed and I went away to school in Newell, South Dakota. Grades were split 4–5 and 5–6. For some reason, I ended up in the 4–5 room and consequently, all the material covered was a repeat of the fourth grade. I was bored to death.

Since my little sisters started school the next year, I returned to the rural elementary school for the sixth grade. Elizabeth Bakken, the teacher, worked with me to help me make up the year I had lost. During the year as well as in my seventh-grade year, she motivated me to excel; she was the main reason I graduated from a rural school at the end of eight years with an excellent education. Mrs. Bakken had an associate degree from Black Hills State College. Since she never had any children, she devoted her life to teaching in the rural schools of North Dakota.

My initial faculty advisor at Penn State University was Dr. Wayne Lee. During my first year of doctoral studies, I served as his graduate assistant. My main responsibility was assisting him in teaching a very large introductory course in agricultural economics. He greatly influenced my thinking with respect to university teaching and some of his ideas were as follows:

1) Never try to teach a course when you are not prepared.
2) Never read from a book.
3) Use up-to-date or current examples.
4) When teaching economics, use real world examples.
5) Tests are a teaching tool; therefore, return tests the next time the class meets and review the test in detail so all may learn.
6) Grade your own tests; it is the only way you can know how well the class is progressing.
7) Assign the responsibility of quizzes to the graduate assistant. This will help the graduate assistant feel a part of the class.
8) On the first day of class, distribute a detailed class syllabus including your grading method. This will allow all students to know where they stand at any given point in time.
9) If you are teaching a large class and are assigned a graduate assistant, require that assistant to attend class. Graduate assistants must attend class if they are going to be good tutors and prepare realistic quizzes.
10) Ask questions of your students and make the whole class feel involved.
11) Have a sense of humor, but do not tell planned jokes.

MARY VANN BURN

Housewife; Member of Board of Directors, Presidents Associates,
New Mexico State University Foundation

Connie McManus who taught freshman literature at New Mexico State University made learning exciting. She started a freshman Shakespeare Club where we read, acted and studied. She made it so interesting we didn't know we were learning. In class she led but never pushed, gave constructive criticism, and did not censure. We learned by watching the example she set.

DAVID R. BYRNE

Dean of the College of Education, Kansas State University,
Manhattan (former Dean of the College of Education,
New Mexico State University)

Dr. Michael J. Parsons served as the chairman of my Ph.D. doctoral committee. This occurred early in his career as an academic. He received his first two degrees at Oxford and his Ph.D. under the tutelage of Harry Broudy, an eminent philosopher of education at the University of Illinois. Our pairing as tutor/student brought together extreme contrasts. I offered the rough direct individualism born of my life in rural Idaho, and Michael, the questioning, contemplative mentality of the British academic tradition. Despite these extreme differences he established a positive relationship from the onset which continued through my three years of resident study at the University of Utah. He treated me to an informed and in-depth view of John Dewey's thesis regarding the nature of schooling and helped me develop a sense of open-mindedness. He taught me through his performance to care for the nature of the question more than the accuracy of the answer. He forced me through gentle questioning to examine issues with speculative imagination, and he taught me to reject intellectual absolutism. He masterfully modeled the exhibits of carefully listening and the thoughtful analysis of claims advanced for directing educational policy. He sponsored my growth, rejoiced in my accomplishments, and respected my judgment. I am noted in the academic community for clear, clean analytic capabilities; that is, for sorting out the substance of an issue and removing the ideological and the rhetorical baggage. To the degree that I deserve that reputation, I owe my success to Michael Parsons.

Two teachers taught me something beyond the world of academic concerns, Dr. Gene Jacobsen and Dr. Donald Ferguson. Dr. Jacobsen was a faculty member in the program of my graduate studies and Dr. Ferguson was my associate at New Mexico State University. I learned from both of them to value one thing above all others, human decency. I admire Gene and Don more than any people I have known except my father. Both men were truly bright with the potential for nationally reputable scholarship. Both of them chose to care more about others than they cared about themselves. They committed their lives to improving the quality of human life by building the capacity and stature of others. They knew the essence of teaching and fulfilled their lives by helping others achieve. People like Gene and Don do not need the support of a national reputation to find meaning in their lives. For whatever reason, they hold the unselfish disposition necessary for teaching. Gene Jacobsen and Don Ferguson stand as living refutations of the old adage that "those who can't do, teach." They exemplify the truth: those who can, teach.

This book aims at recruiting the best possible talent for teaching. I hope readers recognize that selfless commitment to advancing society through learning far outweighs a high ACT score on the scale for teaching potential. Gene Jacobsen and Don Ferguson blessed my life because they lived the life of teachers.

CHARLES "KEN" CAMPBELL

President, Sunwest Bank of Farmington, New Mexico

I received my Bachelor of Administration Degree in Accounting from the University of New Mexico because of the influence of my first semester accounting teacher, whose name I don't even remember, standing there in front of a class of probably 200 students telling us that there were a lot of "Mickey Mouse" areas in the general field of business in which we could choose to major. In his opinion, if we wanted to major in something that would give us a saleable skill and the type of strong background necessary to become a competent manager, then accounting was obviously what we should major in. I took him at his word. I have never been sorry I made that choice. Even though I've never actually worked as a public accountant, it has given me a strong background for my work in the banking field.

I came through the public school system in Artesia, New Mexico, during the early to middle fifties. As I was moving through the system, there were many long-time teachers at Artesia High School who were tremendous people. It was a relatively small high school with much personal attention.

I can't single out any particular teacher in that system to pay tribute to; I can only relate that most of those teachers knew my parents and my sister and they extended both love and unwavering support to give me the background that I needed to be successful in college and in my professional career. Most of them were a real credit to the community and truly worked as a team.

JACQUELINE CAMUNEZ

Home Economics Teacher, Gadsden High School,
Anthony, New Mexico

I remember Betty Wichert in home economics best because "foods and nutrition" were not my favorite and she made me learn when I had a mental block against them. She did many little chemical experiments, caught our interest and then followed through with these interest-getters. She turned me around so that I became a good foods and nutrition teacher. When I teach foods, I pattern my classes in the way she taught.

* * *

GILBERT CANO

Scientist, Sandia Laboratories, Albuquerque

I remember at least a couple of teachers who affected my life. Col. Chilton in English used to be a professor at West Point where he taught Eisenhower. He was a super teacher, tough, but not inflexible. He had a demanding demeanor, being ex-military, but treated the students wonderfully. Ralph Dressel was the best physics professor I had. He had a thorough command of the subject matter and was always prepared and ready to explain physics in different ways.

* * *

GARREY CARRUTHERS

Governor of New Mexico

Two of the teachers who most impacted my life both as student and long after my graduation were Mrs. Rippey, my English teacher at Aztec High School, and Miss Leba Matilda Barton, my eighth grade mathematics teacher.

Mrs. Rippey, who was teaching her third generation of students at Aztec when I enrolled in her class, was undoubtedly the most dedicated teacher I have ever known. Her greatest gift to me was a strong love of, and respect for, the English language and for literature. She loved to read and to write, and helped to develop in me a strong interest in both.

Mrs. Barton was one of the toughest and yet fairest teachers I ever had. She taught me the value of discipline in preparing homework assignments, studying for tests and in all other aspects of my life.

While she was a strict disciplinarian, she also commanded the sincere respect of each of her students. I believe her combination of fairness and toughness impacted my career a great deal when I entered the academics as a professor at New Mexico State University.

I am profoundly grateful to all the fine teachers who taught me and especially for these two fine women for their dedication and talent. They both had a great positive impact on my life as a student, and also in my later career as a businessman, educator, politician and Governor.

* * *

E. J. CHAMBLISS

Professor Emeritus, College of Education,
New Mexico State University

One teacher who was a primary influence on me was Mrs. James Moore, a frequent substitute in Cisco (Texas) High School at the time she taught me. She was later named an outstanding teacher in Midland, Texas. During my junior year in high school, the regular English teacher was ill for an extended period of time. Mrs. Moore came to substitute. She worked with us on "Julius Caesar", following the regular teacher's lesson plans, for the first four days. That Friday, she told us we had done so well that she would read us some stories we might enjoy. She did so, then asked us if we would like to do the same thing the following week. She was such a good storyteller that we quickly agreed.

On Monday she laid out the plans for Monday through Thursday. We worked very diligently to complete in four days the work the regular teacher had planned for five days. On Friday we heard more stories. This went on for about eight weeks. Little did we know at the time that this wonderful teacher was rewarding our diligence by reading to us and doing so with classic stories of American action fiction by authors such as Jack London and Bret Harte.

LAURA B. CHAPPELL

Teaching Assistant, New Mexico School for the Visually
Handicapped, Alamogordo, New Mexico

Mrs. Allene Free made learning an exciting adventure in Abilene, Texas. She spent innumerable *extra* hours teaching us (her students) to dance, sing, recite poetry, appreciate good music and literature. She promoted and encouraged reading, particularly enjoyment of such an activity.

I was fortunate to have her "move up" with me from elementary to junior high and experience the joy of being a "guinea pig" in an experimental program whereby 25 of us spent half a day with her having language, reading, spelling, and social studies. She's the embodiment of a great teacher.

CYRUS J. CHINO

Principal, Sky City Community School, Bureau of Indian Affairs,
Southern Pueblos Agency, San Fidal, New Mexico

Mrs. Carrie Smith, Senior English teacher at Grants High School, Grants, New Mexico, influenced me in acquiring a college degree in education. Mrs. Smith always stressed the importance of English usage, and expression through written, oral, and overall communication. In detail, she stressed the importance of good sentence structure, sentence patterns, parts of speech, comprehension in reading, etc.

I've always wanted to help other students and teach in an educational system, and Mrs. Smith in many ways influenced me as well as prepared me for my career as a teacher.

Dr. Sara Dawn Smith of the University of New Mexico, College of Education provided me with foundations of Elementary Education and Early Childhood. Through Dr. Smith's philosophical teaching and principles of moral and esthetic values, she had great influence on my career as a teacher. Dr. Smith also provided me with a lot of insight and perspectives which facilitated my cognitive growth and functions.

* * *

FRANKIE D. CLEMONS

Assistant Dean, College of Business Administration
and Economics, New Mexico State University

Mrs. McGovern—I had not thought about her for years, but this high school English teacher was both patient and caring. As I think back, I can still recall the late hours she kept to be sure each class member understood the work covered that day. I was her student helper, and when the weather was bad or when darkness was setting in, this lady would insist on driving me home. She was truly attuned to each student's needs. I hope some of this altruistic exposure rubbed off on me.

A tiny lady who was hyper, enthusiastic and demanding in a freshman business class in college probably influenced my choice of majoring in business and of achieving more than I had intended to. This teacher thought several of us in the class belonged in the business world and "guided" us into our next classes. She didn't stop here; she would stroll through the library when she knew we should be there. She would ask what grades we were making in our courses and would inquire about our extra-curricular activities. As a result, I did *all* my work, probably made better grades, and got involved in college life. She lived only a short time after she retired; this was in my senior year. I am glad I have the opportunity to remember her in this way.

Betty M. Coffey

Accreditation Division, Texas Education Agency, and Fellow in the Cooperative Superintendents Doctoral Training Program, University of Texas at Austin; Former Principal, Ernie Pyle Junior High School, Albuquerque

I will always remember Ms. Helen Ship (Hobbs High School) with much affection because of her reinforcement and encouragement. I recall (26 years have passed) how she told all of my shorthand class what a "whiz" I was in her typing II class. In my 16 years of education I never experienced such a moment of pride. She truly inspired me in business education at New Mexico State University. She always expected our best and treated her students with kindness and respect. She always seemed to have time to find the humor in a situation and to make personal comments to us before we began class each day and periodically during class. I will be forever grateful to her. The model she provided me will be treasured and appreciated everlastingly.

Lelia Jane Collins

Realtor, Mesilla, New Mexico

Hildura Anderson in the Home Economics Department at New Mexico State University influenced my life more than any other teacher. She was a petite, kind, cultured little "Yankee" trying to teach a group of rough Western girls how to be ladies. In spite of the fact that we loved her classes and were learning manners, color line and design (there was no art department at that time), clothing and crafts, child development, and the like, we made fun of her constantly, behind her back of course! We were respectful and courteous to her face.

At the beginning of our senior year as we were sprawled out in the lounge, someone came up with the idea "I wonder what would happen if we all really tried to be especially nice to 'ole Hildurie', compliment her, be interested in her as a person?" So we did and she absolutely blossomed. We found a warm, loving, beautiful, intelligent little person and had a great year.

Her courses (plus one in horticulture) are the ones that did more to form my interests in adult life than any others. All through the years when doing creative work, if it turned out right, I would think "I wish dear little Hildurie could see this." Maybe the most important thing I learned was how tacky criticism can be and how much happier all of us were when we started appreciating her abilities and stopped looking at her differences.

It was through her that I was able to attend New York University on a merchandizing fellowship. That was a great adventure for a Western girl in 1937!

MELVIN CORDOVA

Former Superintendent of Schools, Zuni Public Schools,
Zuni, New Mexico

Mr. H. B. Cordova's teaching career spanned forty-four years. As the years have gone by, I have come to appreciate him more and more. Many of the practices in his classroom as well as in the school (he was a teaching principal) were educationally sound and I have drawn from that experience as I have worked in the field of education.

His dedication to the children meant he spent little time with his family. I know because I am his son. I was fortunate that he was my teacher because it gave me additional time with him, and it gives me a sense of pride to hear his former students state, "Your dad made a big difference in my life."

JAMES R. CROUCH

Attorney at Law, Las Cruces

There were three teachers who made a difference in my life. My high school principal and basketball coach in Kentucky was the teacher who got it into my head that education was important. I'm not sure how he did that, except that he inspired me to do my best; he wouldn't take second class performance.

At NMSU, Professor 'Gus' Guthrie made me think. On my first exam in his class, I thought I had aced the test. Actually, I got a 26! I learned from Professor Guthrie that I hadn't seen all there was to see on the subject.

The third teacher, Lionel Haight in accounting, taught me to study. I guess we hated him at the time because he gave such tough exams and so much homework. But I would never have gotten through law school if I hadn't learned to study and to think because of these two men.

HAROLD CUNNINGHAM

President and General Manager, Reynolds Electrical and Engineering Company, Las Vegas, Nevada

I would like to identify one of my high school teachers who I feel made a difference in my life. She is Helen Rooker whom I was privileged to have as an algebra teacher in the early '40s.

Ms. Rooker had the reputation of being a teacher who was respected by the majority of her students for her ability to motivate individuals to work on their assignments whether or not they particularly liked mathematics. She was an instructor who could explain why an algebraic solution was the correct solution—not that "this is the way it is just because I say so." She had the respect of both the students and the faculty.

Ms. Rooker was an example of the many teachers in Las Cruces High School during the era whose educational standards were probably far above most in the Southwest. I say this because I found when I entered Texas A&M College many other high school graduates had difficulty in coping with college classes; but fortunately, this was not so in my case. I credit Ms. Rooker with enabling me to have a foundation in algebra that made college mathematics interesting and understandable.

Perhaps Ms. Rooker is at least partly responsible for my deciding before I graduated from high school that I wanted to become an engineer. The interest I developed in the mathematical field, which is essential in engineering, I am sure is due to her influence.

I appreciate this opportunity to identify Ms. Rooker, who made a difference in my life.

MARILYN DAVENPORT

Principal, Sandia Base Elementary School, Albuquerque

My experiences in higher education were most influential in shaping my thinking as an educator and parent. John Julia McMahan, who taught early childhood education at NMSU, helped me understand children, even my own. She believed we must try to understand how children learn. She also had strong opinions and encouraged teachers to be creative, not to depend on ditto materials in which children just fill in lines. Dr. Darrell Willey was also a model for me because he is the kind of teacher who is constantly growing.

PETE DOMENICI

Member of Congress, United States Senate, Washington, D.C.

Choosing my two most influential teachers is very tough for me because I've had some marvelous educators all the way through grade school and high school, as well as some very good teachers in college. For the purpose of this book, I am going to narrow my choices for teachers to those I had in grades 1–12. There are two that stand out:

My eighth-grade teacher was an elderly nun, a Sister of Charity of Cincinnati, Sister Anselm. I don't believe in any one year I learned more than I did in that year. She had a system of helping us learn significant amounts of information about New Mexico, our country, and the world. Sister Anselm devoted a part of each day to nothing more than a discussion of significant facts.

Every Friday my classmates and I would have a 10-question quiz. The quiz was filled with facts: What is the tallest mountain in

New Mexico? Who was the third president of the United States? What river flows through the most fertile valley in the Old World? We did this for each and every week of the entire 9-month period, and obviously were graded the very same day. We would learn about 100 such pieces per week, but were only quizzed on 10. Therefore, it was a tremendous learning experience.

The end of the week was always met with great anticipation because Friday was the day we would all see how much we had learned. Although I haven't been good at applying it of late, Sister Anselm was the person who taught me to be interested in a broad spectrum of subjects. In a very real way, it was a very exciting concept for education.

The second teacher that I remember, who was perhaps the most influential person in my early years, was another nun, Sister Ellen Marie. She was a high school teacher who specialized in the teaching of languages. As my homeroom teacher for my senior year of high school, her specialty was Latin.

Sister Ellen Marie taught me to have a tremendous respect for an authoritative figure because she was a disciplinarian. Her method of disciplining was unique—she used no rulers or yardsticks, but instead she made good use of a strong index finger. Over the years, that finger must have turned to almost a steel-like quality. When you were truly a "goof-off", she would stand you up and with her index finger she would poke you in the chest and tell you that you wouldn't amount to very much if you didn't try.

Incidentally, Sister Ellen Marie lived for many, many years. She died only a couple of years ago. I got a chance to see her when I was a Senator. She was in her eighties at the time. She had returned to St. Mary's for an event to honor the great coach, Babe Parenti.

Sister Ellen Marie and I had a chance to reflect on my Junior and Senior years at St. Mary's. She had a vivid recollection of many of her students. As she talked, it was obvious that she had not only helped me, but literally hundreds and thousands of young men and women. She insisted that "learning doesn't come easy—you have to apply yourself." Probably the greatest lesson I learned from her was that if you'll take time to discipline yourself, you can achieve anything.

BERTHA P. DUTTON

Curator Emeritus, Laboratory of Anthropology,
Museum of New Mexico, Santa Fe

Miss Carrie Burns at Ottawa (Kansas) High School was a mature woman trained as a teacher of ancient history who made her subject matter stimulating. She had a teacher friend and traveled in Europe, from England to Greece. They were the first of my acquaintances to have traveled abroad. They had been in Ann Hathaway's cottage (a small plaque thereof hangs on my wall to this day)! They had *seen* the Greek temples, walked up their steps, and had put their arms around columns of the Parthenon!

These two shared their experiences and enthusiasm with their students. From that year on, I *knew* that I wanted to learn history and Classical English and I wanted to travel in ancient lands.

After graduation from the University of Nebraska and a few years of farming, I returned to Lincoln to work for two summers at the Nebraska Credit Company. That experience and my boss led me to the Lincoln School of Commerce and to Miss Gertrude Beers. Training there prepared me for a full-time position with the Lincoln Public Schools (Census and Vocational Guidance Department). That work prompted me to take early morning and evening classes at the University of Nebraska and to Miss Beers again.

Going home one evening by streetcar, I was scooped up from the descending step by a drunken truck driver and thrown into the pavement gutter. Following hospitalization and recuperation, the Christmas holidays arrived. Miss Beers kindly took me to her home for a change of scenery and care.

While massaging my injured back one night, she inquired about the non-commercial classes I was taking. I told her of my great interest in world geography and history. She then asked a startling question: "Bertha, why don't you go into *archaeology* (a word new to me)? One of the girls in our department went to New Mexico and studied archaeology, and she was the first one to take her Master's Degree in the field—in Chaco Canyon." At that moment, it was as if she had put two wires together and fused history, geography and archaeology together. That was it! Instantly, I realized all my aspirations had jelled into one.

At year's end, I resigned from the Lincoln Public Schools, packed up, and came to Albuquerque to enter the University of New Mexico and become an archaeologist. I cannot but add that Professor Edgar Lee Hewett there entered my life and provided part-time employment in the Anthropology Department. He later transferred me to the Museum of New Mexico in Santa Fe. Eventually, a Chaco Canyon excavation afforded the subject matter for my M.A. thesis. In due time, a sabbatical permitted me to go on to Columbia University where my Ph.D. was earned. In all, 35 years at the University of New Mexico and the Museum of New Mexico allowed me to realize my objectives. New Mexico State University crowned my efforts by conferring an Hon. LL.D. degree upon me in 1973. All this is what excellent, understanding, and guiding teachers have made possible for me.

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KEITH EDWARDS

Professor of Psychology and Director of Research, Rosemead School of Psychology of Biola University, Los Angeles, California

The first teacher I remember who influenced me was my college wrestling coach. He was a good role model—a committed family man, a moral person, sensitive to our personal growth, interested in our character development.

But my years in graduate school had the most impact. The teachers who had the most influence were those who affirmed my areas of strength or who recognized areas of strength I was not even aware of. They also provided an environment in which I could learn. Dr. Darrell Willey created such an environment. And another professor taught an especially challenging psychology course. By believing in my capabilities, he gave me faith in myself.

* * *

JOHN T. EGAN

Owner/Manager, Rancho Encantado (Resort), Santa Fe

Suffice it to say that I was not a good student throughout my academic career. Whether it was boredom with classes or bad study habits or a combination of both, I was destined not to see my name on the honor roll!

However, I had an excellent junior high school English teacher at a small private academy I attended in Austinburg, Ohio. Mr. John Paul Ginatos, who taught English and creative writing to the students of Grand River Academy, did something a lot more important for me than teaching punctuation. Mr. Ginatos helped build my confidence through my writing and through positive encouragement. It is true that my punctuation and occasionally my spelling left much to be desired, but rather than criticizing me for my mistakes he encouraged me in my creative efforts and gave me a sense of pride in my writing. I believe the confidence I gained through him sustained me throughout high school.

Remarkably I made it into college! I had attended college before but was never particularly inspired in class. It seemed my problem with school followed me into college as well. But I took a course at Loretto Heights College in Denver and found, once again, a professor who was looking for something besides an ability to memorize facts and figures. Sister Antoinette Doyle taught philosophy at Loretto Heights College and the day I signed up for the class, I was sure her religious beliefs would cause her to give a very slanted view of philosophy in general. I was wrong and found that Sister Antoinette was capable of great depth and understanding of issues which were diametrically opposed to her own views. Because of this and the fact that she worked hard to understand the position of her students, I excelled in philosophy and learned that my thoughts and opinions were as valid as her own. Once again, Sister Antoinette taught confidence, but also taught me a big lesson in understanding.

KIT ELLIOTT

Evening Director and Education Advisor,
International Business College, Albuquerque

It was because of Dolly Harrell's Spanish classes at Alamo Heights High School in San Antonio, Texas, that I decided to become a language teacher. A petite, energetic woman, she supervised the annual spring trip to Mexico, sponsored the Spanish Club and fund-raising projects, guided the Spanish tutorial program, and initiated the Spanish Honors Program. Dolly also knew the abilities of each of her 160 students and often individualized her program to insure students' progress. She made available special language labs for those who were slower-paced or accelerated, as well as those students with special interests in business, science, medicine, or travel—all in Spanish.

Her classes were exciting, inspired by her personal experiences, pictorial trips around the Spanish worlds, music, and demand for Spanish communication among students. Her students were so busy that there was no time for discipline problems. Her philosophy stressed, "The only way to learn a language is to become absorbed in it and use it." Although she graded on book knowledge, her main concerns stemmed around communication and acceptance of others' abilities. She was a model for all to follow.

Dr. Jack Saunders eventually became Dean of the College of Education at New Mexico State University. Earlier in his career when he supervised student teachers, he stressed these ideas:

> Take students' minds, let them know the goals you hope to accomplish; how you plan to do it; share the responsibility and organization with them; evaluate your goals together; always be fair, but just; understanding, but strict; strict, but loving; and always have a *reason* for what you do.

Dr. Saunders taught his students HOW to teach. He knew his student teachers well and knew what would work best for each. He provided practical background knowledge, a variety of methodologies to use, guidance in classroom structure; but most important of all, he provided himself. He was always available when things went wrong, as well as when things went right. He shared all types of situations with interest and enthusiasm. His expectations were for perfection, organization, and purpose. We all knew those expectations and worked hard to meet them. His evaluations were diplomatic and constructive, leaving us with incentive to do better.

Over the past 20 years, I have used and improved many of my basic plans and methodology learned through his guidance. I can only hope that I might become half the example that he was.

In addition to fine teachers, sometimes we forget administrators who also have made a definite impression on our lives. Two of the finest were Dean Martha Hall and Dean Phil Ambrose of New Mexico State University, the first people I met upon arrival in college. They kept in touch with my brother and me throughout our college careers, kept up with our scholastic progress, social lives, personal problems, helped us with scholarships, and were available to congratulate us upon graduation. There were many times we might not have made it through without their assistance and care. I will always be grateful just in having known them.

WILBER L. FITE

Home Builder/Subdivision Developer, Fite and Company,
San Antonio, Texas

I received a Bachelor of Science degree in Business Administration at New Mexico State University in 1940. I feel very fortunate in having had a number of outstanding teachers while there, but the one who probably had the greatest influence on my life is Dean G. L. Guthrie. I was reared in Mesilla Park and lived just a few blocks from him so I knew him as an outstanding Christian gentleman for a good many years before I started to college.

During my four years in college, I took a number of courses under Dean Guthrie. He was an outstanding professor. I remember more learned in his classes than from any other teacher.

Mine has been a reasonably successful business career in the home building and subdivision development field for the past forty years and I am very grateful for the influence Dean Guthrie has had in my life.

NILES J. FULWYLER

Major General, U.S. Army,
White Sands Missile Range, New Mexico

In our nation, as in our Army, the products of our schools will be no better than the quality of our teachers. I have always believed that there is no nobler task than molding and training young minds. Yet, oftentimes, we seem to forget the importance of this task and, thus, fail to recognize the critical role our teachers play in the life of our nation.

Most of us are what we are today because of those who have taught us along the way. I am always quick to say that any success and opportunity I have enjoyed has been because of my education—from the first grade through graduate school.

In thinking of my educational experience, several wonderful people come to mind—wonderful people who happened to be teachers. In thinking back, they are certainly individuals who made a difference in my life.

In Zanesfield High School, Ohio, Mr. Gladden V. Hull, who was both school superintendent, shop teacher, and bandmaster certainly made a difference in my life at that critical juncture of time. In shop he taught us the importance of using one's hands to be creative—and the importance of being precise and taking pride in what you did. As bandmaster, he introduced me to the beauty of music—to joy and pride of melodious sound produced by a group. He gave me an appreciation for good music which I retain today. As he often said, "Music washes away from the soul the dust of everyday life."

In addition to his school responsibilities, G. V. Hull also was an avid Scouter. He organized a Scout Troop and was Scoutmaster. He introduced me to the glorious world of the outdoors. He instilled within me a code of ethics which has probably had more to do with my life than anything else. His was my first lesson in leadership.

In summary, G. V. Hull was one of those beautiful people who took great joy in giving of himself for others. In so doing, he influenced a great number of lives, including mine.

The second teacher who is important in my life was Dr. Virginia Platt, history and government instructor at Bowling Green State University, Ohio.

Dr. Platt's style of teaching made it obvious to me for the first time that the study of history could be exciting and fun! Because of her, I have had an abiding interest in history, in government, and in international relations. Because of her, I went to graduate school and studied international relations. I know of no other teacher who was more dedicated to teaching than Virginia—or one who was more committed to producing good citizens with a proper appreciation of American heritage and history. She certainly made a difference in my life, and continues to do so today.

J. C. Galbraith, Jr.

Foxworth-Galbraith Lumber Company, Dallas, Texas

It is most difficult for me to think back 50 years to the year I graduated (1935) and to determine who at the college made an impact on my life. There are a few individuals who I no doubt will always remember as being outstanding in their profession. I can never forget Era Renfrow who was such a charming and efficient individual and who I think would qualify as a fine registrar in any college or university. Then there are both Mr. and Mrs. Guthrie, both professionals who knew the subjects they taught thoroughly and each taught them well. Their classes were enjoyable and productive. There was a man named Breland, a brilliant man (I believe he was an attorney) who taught various English courses.

However, I truthfully am unable to say who made the greatest impact on my life. It seems to me that it is Shakespeare who says in one of his plays, "We are a part of all we have met."

Anne Y. Gallegos

Assistant Professor, Special Education,
University of Texas at El Paso, Texas

Curtis Burton teaches English at Lynn Junior High in Las Cruces. Mr. Burton works with students who function at a variety of ability and performance levels. In 1983–84, Mr. Burton worked with my son, a learning disabled student, who was "mainstreamed" for English. Having taught at both public school and university levels, I, myself, know the effort involved in planning to meet individual needs.

Mr. Burton modified and adapted materials, offered tutoring, counseled before and after school, and became a friend to my son. Although he did not earn a high grade, my son cried on the last day of class when Mr Burton gave him the "Outstanding Student" pin he, himself, had won twenty years ago in the high school he attended. The pin was accompanied by a note which spoke of friendship and setting goals for accomplishment. I am a professional educator, as well as the parent of an exceptional child. Both professionally and personally, I can say that Curtis Burton is a model teacher and human being.

J. D. GEIST

Chairman and President,
Public Service Company of New Mexico, Albuquerque

Can you imagine a high school student today helping to hold down his professor and shaving off half a mustache as a final ceremony of caring? This really was the case at Las Vegas High School as the class of 1952 prepared to graduate. (It's now Robertson High School. Robby Robertson was then superintendent of schools in Las Vegas, New Mexico.)

"Prof" Davidson had been my instructor for mathematics, chemistry and physics and had clearly piqued my interest in science and engineering by letting us have fun, be curious and learn for ourselves. It was "Prof" Davidson who encouraged me to take a nationally competitive scholarship exam which resulted in a very untraveled, inexperienced young man from Las Vegas, New Mexico, being sponsored through four years of school, and some world-wide travel, during which he never lost a sense of belonging to New Mexico and wanting to return. That sense of belonging, in part, welled from the tap root of curiosity that was nourished by "Prof" Davidson. I'll always be grateful for his teaching us all how much fun it was to learn. By the way, I held "Prof" Davidson down. The person who shaved half the mustache is now my wife.

At the University of Colorado in the School of Electrical Engineering in 1956, Professor Ivor Pierson was one of the first professors to instruct senior electrical engineering students in advanced (for then) electromagnetic wave theories and analysis. He had a curious way of allowing his students to participate in the solution to a problem that was not quite clear to him, at least we thought, and experience the intellectual pleasure of inching our way to new understanding. The technical challenge was exciting, but the process of having others participate in generating a solution was also instructive. This sort of participatory solution technique has been useful to me all through my business life. It is interesting that contrary to popular management theory, my learning of participatory management came from a technical experience not a management technique seminar. It was an interesting combination approach because it required real technical knowledge of the problem being considered, yet sociological skills that required hearing what others were saying and speaking so they could understand what you were saying. Ivor Pierson has received many honors and he clearly has an honored place among my memories.

MYRON O. GEORGE

Retired Businessman in Ohio, now of Las Cruces; Member, Board of Directors, National Red Cross

The one teacher who stands out in my memory as having influenced me into a successful business career was Dr. Herman Nolan. He was a professor of sales and management in the College of Commerce at Ohio State University.

Dr. Nolan encouraged me to go into the field of sales. On my return from WWII, he offered me a job with McKesson-Robbins. He had become Vice President of Sales and later became that firm's President and later still Chairman of the Board.

I declined the offer and started my own office equipment business. He was right—I ran a good business; but, most of all, I enjoyed selling the products I represented. I was able to retire at the age of 54 with good memories of my business life.

JANEL GILMER

Assistant Superintendent of Schools, Truth or Consequences, New Mexico

I had Professor David Byrne for only one class, but he gave me the confidence to finish my degree. He was so encouraging he convinced me to believe in myself and to realize I had capabilities I wasn't aware of. He believed that women were going to go somewhere in school administration. I was apprehensive, but not anymore.

Jesse B. Gilmer

Commissioner, Rio Grande Compact Commission of the
State of Texas, El Paso, Texas

The teacher who made the difference in my life was Professor Daniel Boone Jett, a professor of civil engineering at New Mexico A&M (later to become New Mexico State University). I was at A&M during the depth of the Great Depression.

Professor Jett (called "Dad" by students) registered me as a freshman and worked out my program in civil engineering. He was my best friend and leader throughout the five years I intermittently attended college. In my senior year I was the only one in a summer school class. It involved my reading a new textbook on civil engineering to him for a couple of hours each day.

Professor Jett was a man of high moral and religious character. He was absolutely dedicated to his profession of trying to make good engineering students out of young people. He was our friend, inspiration, teacher, and tutor. He watched over our personal lives as well as our student lives, our morals, our straying from the beaten path, and our productiveness.

During the latter part of my junior year and on into my senior year, Professor Jett arranged a work program for me where I tried to instruct civil engineering students slide rule and surveying. The big thing in this connection was that I was paid twenty cents an hour for my work, which was of tremendous financial assistance to me. I consider this one of the best paying positions I have ever had in my life.

Irma M. Glover

First-Grade Teacher, MacArthur Elementary School, Las Cruces;
Member, Board of Regents, New Mexico State University

Mr. H. E. Alexander, chemistry teacher at Las Cruces High School, was a teacher whom I admired greatly because of his very special qualities. He made every student feel important and treated everyone with respect, whether he or she was an honor student or one with poor academic achievement. He showed all of his students how to recognize within themselves an individual self-worth because he was able to recognize and draw forth the good qualities in everyone. He loved people. He loved to teach. He loved the subject he taught. Every day was a day to be fully enjoyed and to be filled with fun and laughter. The enthusiasm he exhibited for living and learning was infectious.

If I have been influenced in any way, it is in my desire to treat my students with the same respect, understanding and patience that Mr. Alexander treated his students.

ALBERT GONZALES, SR.

Attorney at Law, Santa Fe

To the best of my fading recall, two teachers stand out in my memory. The first was my first-grade teacher, Gretchen Dixon. This memory goes back to the start of school in September 1918. Her mother was a writer of poetry who came out to Lincoln County, New Mexico, because she was afflicted with tuberculosis but eventually lived into her eighties. The daughter, Gretchen, my teacher, must have been in her early twenties.

I cannot figure out why she made such an impression on me, but she was radiant and possessed a mannerism that inspired pupils to better themselves. She related to her pupils so well that I can still remember some of the things she taught us. Since we moved away from Hondo in Lincoln County in 1921, I lost track of her. However, about sixty years later, I heard she was living in the Silver City area; and one time when I went there on business, I found her and we were both happy to greet each other once again and to evoke memories of the fast receding past.

The other teacher who made a difference in my life was Professor Breland at NMSU who taught English. I loved his personality and his methods of inculcating learning. Actually, I consider him a genius and NMSU was lucky to have gotten him away from the East. He had come out to the Southwest for health reasons. I took practically all the courses he taught simply because I enjoyed his classes and got so much out of them. To this date, I apply what I learned from some of those courses, such as vocabulary building, Shakespeare, and other classic literature.

Donnie Gonzalez

Provost, Grants Branch of New Mexico State University,
Grants, New Mexico

Dr. Leon Wagley, Professor and Department Head, Agricultural and Extension Education, New Mexico State University, was instrumental in helping me form beliefs that have guided me in my fifteen-year career in education. His ability to incorporate the teaching of values and what is expected of an educator into classroom instruction has provided many of the guidelines that will undoubtedly influence my thinking throughout my life. I frequently remember and use his proposition that an individual in a leadership position, be it a teacher or an administrator, must act and dress in an exemplary way.

Dr. Wagley always was concerned about the individual. He taught me to understand that teachers in the classroom have a monumental responsibility to society because they are inculcating values and beliefs which students will acquire and use for their entire lives.

Frank W. Gorman

Manufacturer's Representative (Electric Utilities), El Paso, Texas

The first teacher who made a difference in my life was my third-grade teacher, Mrs. Harvill, who introduced considerable informal competition into her teaching. When teaching geography, for example, she would place large maps at one end of the room and the children divided into teams at the other end. When she would call out a name of a country, state or city, one member of each team would run the length of the room and put his finger on the correct location. She had class officers elected at two or three month intervals and they would preside each morning, at which time reports on current events, proverbs, and the like were made such that most students participated each morning. She was a demanding teacher who constantly stimulated a student to try harder and do better.

My second example would be Dr. Earl Walden, who was probably most responsible for my electing to complete my education at

NMSU instead of returning to Texas A&M after World War II.

I had completed two years at Texas A&M prior to joining the Naval Air Corps. Upon my discharge in December 1945, I decided to stay close to home for the spring semester of 1946 and repeat a few basic engineering courses such as calculus and physics to get back up to speed prior to returning to Texas A&M in the fall of 1946.

Fortunately, I had Dr. Walden for calculus. He was enthusiastic in his instruction and *always* well prepared. He gave plenty of homework and tolerated no excuse for not having it completed by the next class. For his part, the homework was *always* graded and returned at the subsequent class. He gave frequent tests and by some standards was a tough teacher.

At the same time, he was interested in all types of extracurricular activities both on and off campus. For example, he organized and managed a softball team in Las Cruces. The team was composed exclusively of students, including myself, and Dr. Walden displayed the same enthusiasm which he had in the classroom. I might add, he was also equally demanding of us as softball players.

* * *

TESS GREENUP

Newspapers-in-Education Coordinator,
Albuquerque Journal/Tribune

Miss Garnet Shehi, journalism teacher at Grants High School, always expected the best of her students. Her expectations had no limits. Her kind, gentle manner combined with her strong intellect and her ambitious expectations of her students embedded her in my heart and memory.

* * *

NATHAN C. GREER

President, Senlic Corporation (Real Estate), Santa Fe

The following are just a few of the teachers who made impressions on me; there are others, but these stand out in my memories:

Professor Barnaby Keeny, history, freshman year, 1939, Harvard. After two months in his course, he called me to his office and asked, "Mr. Greer, what are you doing at Harvard?" I replied that I came to get a liberal education. He said, "From the quality of your work, my suggestion to you is that if you do not study more hours, you will not get a liberal education, at least not from this college." Coming from New Mexico Military Institute, and being a straight-A student, I found Harvard to be overwhelming, as in this class, where each week, you had classwork and in addition had to make a map of the area you were studying, read a book of about 400 pages and write a 1,000 word theme. If, in your examination, your spelling was wrong even though you knew your subject, you did not receive a passing grade.

Professor Hooten, anthropology. He resembled an ape, and named one of his sons Newton Hooten and the other son, Wooten Hooten, and wrote a book called "Why Men Act Like Apes and Vice Versa."

Professor John Finley, Master of Eliot House where I resided at Harvard. I did not take any classes from him, but he was extremely kind and caring about me when I was in the Coconut Grove fire and lost two of my best friends in 1942.

EDWARD B. GREGG

Attorney at Law, Gregg, Caplan and Higgins,
Menlo Park, California

When asked to write about "one or two teachers who made a difference" in my life, I cannot really limit myself to "one or two" without being unfair to the others. So I list three. (The order is not indicative of relative merits.)

Percy Baldwin. He, like the others described below, was inspiring. He taught history, not as a dry subject but as a fascinating account of the species *homo sapiens*. Ever since my contact with him I have been fascinated with history. If I were to do it over again, I might opt for a major in history.

Professor Breland. He was sarcastic, an iconoclast, brilliant, witty and an inspiration. If anyone had a spark of interest in literature and that wonderful structure, the English language, Breland would fan it into a flame.

Professor Luke Shires. Lincolnesque, a superb teacher, inspiring. He seemed, and probably was, a somewhat aloof and distant person but like the others above he was inspiring.

The three men, so different in personality, had in common, and in high degree, great intelligence, a love of their subjects and an inborn talent to inspire their pupils.

There is no person better than a great teacher, and a great teacher has an inborn talent which training and experience can improve, not create. Our society, for all of its shortcomings, is one which places a high value on the teacher; and if we ever depart from that norm, we will be destined for trouble as a nation.

* * *

MARY GROSS

Project Engineer, CH2M Hill Corporation, Denver, Colorado

Professors Eldon Steelman, George Lucky and Bill Kersting were all excellent teachers. All three had a good sense of humor. In addition to his sense of humor, Kersting used visual aids that still help me remember formulas. These teachers changed me by helping me decide what I wanted to do. I was going to be a computer engineer, but now I am a power engineer. I saw the type of work Kersting does and the kind of people he works with and I wanted to do that the rest of my life. Teachers definitely can have an effect on students. Dr. Steelman helped me find the job I am in.

* * *

JACK GROVES

Manager, Engineering,
Public Service Company New Mexico, Albuquerque

During senior high school I became very interested in math and science; this led to a career decision to major in engineering in college. I chose the New Mexico State University mechanical engineering program for its excellent reputation and in-state location. When I entered the university in 1965, I was highly oriented toward technical issues associated with engineering as a profession.

The second semester of my freshman year at the college included English 102 with Keith Wilson, Professor of English. Professor Wilson was very involved in short story and poetry writing at that time of his career. He brought his experiences and feelings about life into the classroom. I recall his story about being a graduate of the Naval Academy in Engineering and his tours of duty; although he was technically oriented, he had great vision when it came to the arts.

As the semester progressed, Professor Wilson made me realize that a humanitarian and social perspective offers broadened views of the issues we face in our technical careers. We often miss this as technical employees of an organization. The issues of life also deserve a broader view than a technical "squint."

The semester ended and I had written a number of articles as classroom assignments concerning the human side of technology; the more I wrote, the more I enjoyed it. I left that classroom with enhanced understanding of the social, human, and political responsibilities we have as a member of our society. Keith Wilson broadened my life experience and thought processes as an engineer and technical leader tremendously.

I have had recent volunteer involvement in my professional career with the New Mexico State University Foundation, the Albuquerque United Way Program, the Albuquerque Public Schools, and other entities. I owe much of the perspective and interest I have in these groups to freshman English, second semester, and Keith Wilson in particular.

C. K. Gunderson

President, Bond-Gunderson Company, Grants, New Mexico

H. E. Alexander was my math and science teacher at Grants High School and later was on the staff at Las Cruces High School. He was a highly motivated instructor who could identify potential college prospects as early as the ninth grade and challenge them with advanced and enhanced high school courses in math and science to prepare them for the challenge of college-level courses. I breezed through two years of college math while enrolled in the College of Engineering at the University of New Mexico as many students fell by the wayside after graduating from much larger and more prestigious high schools. This type of preparation is routine and regimented in today's schools but at that time was strictly voluntary.

Ms. Katherine Simons was my professor of English and composition at UNM. Ms. Simons was a rare combination of a teacher who could take an unpopular course to most technically oriented students and made it seem exciting and necessary. She was able to sell the concept of the futility of excellence in science if one is unable to tell someone else about it. She challenged her students with the necessary skills of spelling, composition and technical excellence in the art of communication, both oral and written.

I have been involved in marketing for my entire business career. The above teachers were a great influence on me in the skills needed to survive in a competitive world.

JAMES E. HALLIGAN

President, New Mexico State University

Mrs. Mildred Parr, who was my high school English teacher, had more influence on my life than any other teacher during my primary or secondary years. She had rigorous standards with respect to performance, but constantly encouraged me to continue my education and instilled confidence in me that I could complete a college curriculum. Evidence of her good work is shown by the fact that 12 of the 16 graduates in my high school class completed their bachelor's studies at a university. Mildred Parr has been a lifelong friend and through her continuing interest has provided me with the self-confidence to aspire to positions for which I marginally qualified.

At the college level, Dr. Larry Burkhart, my Ph.D. thesis advisor, instilled within me the desire to do research and insisted that I further develop my writing skills. Larry, while being extremely friendly, nevertheless had very high standards and insisted upon regular progress in my research activities. Because of his demanding schedule, I was able to accomplish much more than I would have under different circumstances.

ROSE ANNE H. HARTMAN

Counselor, Sierra Junior High School,
Las Cruces Public Schools, Las Cruces

When I think of teachers who have had a positive influence on my life, I think of three. My 6th-grade teacher led me through the terrible 12th year of my life, when I became a dreaded "four eyes", with the purchase of much-needed glasses. She was my home away from home, the teacher who cared, who wasn't afraid to touch or who took time to find out how you were feeling each day. Our whole class loved her dearly, even the boy who fainted when we got our typhoid shots at the health department a few blocks away from school. She made him feel it was ok to have the reaction to his shot, and she calmed us in our fear of seeing him faint.

The next teacher who comes to mind is Miss Clara Nolen, who was my 10th-grade language and literature teacher. Because of her travels, she made our literature come alive. She always allowed us to do creative projects and found something to compliment us on as we worked hard for her. I remember embroidering Hiawatha on a towel, with blue leggings. It seems that the money just wasn't there at home to buy the needed brown thread, and she complimented me on my work and not on the unusual colors I chose.

I was very surprised when Miss Clara retired from teaching and became a real estate agent. She did not give up her travels, but continues to do so today.

Dr. Robert Elkins was a German education professor at the University of Georgia when I returned from living three years in Germany and decided along with my husband to return to college and complete my B.S. degree. I had decided to go into English, since it was hard for me; but one interview with Dr. Elkins was enough to convince me that I should go for a degree in German education and take my electives in English and linguistics. What a challenge he was in helping me put my German knowledge and experience to work to become a German teacher!

He was a great proposal writer and received grants for two summer language institutes to bring high school students from all over the USA to the University of Georgia to study German for the summer. I taught German in the first institute and was a counselor in the second. He, too, traveled and was an exchange professor in Berlin for several years. It was partly because of him that many of us from Georgia went to the American/International Association of German Teachers' Conference in Bonn in 1974. What a great experience it was for all of us!

Again, the reason he was such a great teacher was because he cared for each of us as individuals. He spent time with us individually and in groups outside of the classroom. Is that not one way to identify a good teacher? How much time are teachers willing to give to students outside of the time for which they are paid?

I am grateful for these and many other competent, caring teachers who had and still have a positive influence in my life.

* * *

A. E. HATCH

Hatch Incorporated (Power Control and Instrumentation Systems),
El Paso, Texas

Lionel Haight, my accounting professor, stressed *fundamentals, fundamentals, fundamentals*. Accounting students were not allowed the use of a business machine (adding machine) either in or out of class; thus the discipline of mental concentration was stressed and impressed on us.

I shall always appreciate the effort of Dean Hugh Milton in engineering to place me in part-time student employment while I was in college. I am most grateful that he encouraged me to seek work in the private sector. My needs were met, and I have remained in private industry since.

While I never had any classes under Dr. "Dad" Jett, we become close friends on campus. He touched the entire student body by his personal interest and concern for each student. He set a great example; he overcame adversity and achieved national recognition. Countless were the times his kindness, patience, understanding, vision, and love touched students who learned from his example the sensitivity of relationship to others.

Louis R. Henson

Head Basketball Coach, University of Illinois, Champaign-Urbana

Although I was privileged to have been taught by many able teachers during my student years at New Mexico State University, I feel that I must mention two men in particular who greatly influenced my life; they, indeed, "made a difference."

Coach Presley Askew is one of the most outstanding individuals with whom I have come in contact in my lifetime. Not only was Coach Askew a great teacher and motivator on the basketball court, he was an inspiring teacher in the classroom. I was lucky enough to take a course called the "Theory of Basketball" which Coach Askew taught. I learned more from him in that one course about teaching the game of basketball than I learned in the next twenty-five years. He had such a unique way of presenting information that you *wanted* to learn; moreover, you couldn't keep from learning. He was a great storyteller . . . still is! Mainly, he taught students what he *was*—a warm, sensitive human being who cared about people. He was such an obviously sincere person that you immediately were compelled to respect and heed him.

Some teachers would *ask* you to walk barefoot over hot coals to accomplish a task—for Coach Askew you would *volunteer* to walk over hot coals!

Another teacher who influenced me to a great degree was Dr. Claude Dove, a truly remarkable man. As a student I was lucky enough to have taken "Dove 1, 2, 3, 4 and probably 5." If "Dove 6, 7, and 8" had been offered, I would have taken those. His lectures were entertaining and informative, just controversial enough not to be boring. He managed to pass along much practical information and expounded on practical applications and solutions. He forced you to confront many issues of everyday life.

Dr. Dove was one of the most compassionate men I have ever known. The following anecdote will attest to this: One summer, when I was taking graduate work under Dr. Dove, things were going well until one morning when we walked into class and as soon as we were seated, he passed out a "pop" quiz. Most of us were panic-stricken since all needed a "B" grade for this course to count toward our graduate degrees. After looking over the exam we were quite concerned because it was one of the toughest ones we had ever seen. Needless to say, there was a great deal of squirming going on throughout the class period as we pondered the exam. As time expired Dr. Dove collected the papers. I had been unable to answer a single question and as I would discover after class, neither had anyone else. When the papers were in Dr. Dove's hands, with a sweeping gesture he dropped the papers into the wastebasket next to his desk and made the following remark (in essence):

> What I've taught you this morning may be the single most important lesson that you will ever learn about teaching. You people in this class are supposedly intelligent adults who should be able to cope with life's little surprises. Yet, as I studied your faces when you began working on the exam, I saw that you were dismayed and disheartened because you were not prepared for it. In some of your eyes I thought I detected a little fear as a result of this sudden turn of events. Now, let me ask you, can each of you empathize with a mere youngster who is caught in a similar dilemma? Think about it!

From that day forward, I vowed never to give an exam of any significance to my young students unless they had been forewarned. It was a simple lesson effectively taught; gratefully, I recall its impact.

JOHN M. HIGHTOWER

Major General, United States Army (Ret.),
Beaufort, South Carolina

When I was invited to identify a teacher who had made a difference in my life, Florence (Mrs. C. P.) Atwood immediately came to mind—as she frequently does. Mrs. Atwood was my English teacher in Amarillo (Texas) High School during my sophomore and junior years. She was superb. Small, pretty, soft spoken, smart, she had an uncanny way of keeping the attention of all kinds of students as she presented instruction in such exciting requirements as conjugation, tenses, sentence structure, etc. She did so in a manner which made all of this fairly clear even to the most dense of us. At the same time, she was a no-nonsense teacher and maintained a high degree of discipline without fuss or fury. The unruly hulk found himself the target of her grey-eyed unrelenting stare during which she did not say a word until he squirmed in mortal dread wishing that he could quietly die. She would then ask his permission to continue her presentation, and that was that.

In addition to being an outstanding teacher, she was a most gracious human being who met the test of all standards of professional skill, decency, compassion, and interest. In my case, these qualities were needed and were applied in full measure. My high school years were during the Great Depression, and ours was a one-parent family of extremely modest means. My mother worked as a waitress to support herself, my younger sister and me. Academics were not an important element of either my heritage or my interest. To the best of my knowledge, no one in my entire family had ever graduated from high school, and my mother was determined that I, and later my sister, would do so. We did, but I was helped by the receipt of guidance and inspiration from an unexpected source.

For some reason Florence Atwood became particularly interested in me during the early days of my sophomore year and exerted a subtle but never-relaxing pressure on me to improve my scholastic standing, my behavior, and my ambition. My greatest if not only real interest was the Military. I was doing well in R.O.T.C., and she used that as a "rallying point" in counseling me. She and Mr. Atwood, who also became interested in me, had never had children. I had never had the kind of attention and advice she gave me, and during the two years she was my teacher a bond formed between us that was to be a lasting one. My other teachers recognized her interest in and influence over me; and from time to time at the instigation of one or another of them, Mrs. Atwood would have me come to her after school or during a free period to discuss my problems with chemistry, French or whatever. It helped and continued until I graduated in 1934. During all of that time she encouraged me to continue my education by whatever means were available or might become available. Our relationship continued until her death, followed shortly by the death of Mr. Atwood in the first half of the 1970's.

Florence Atwood held and still holds a special position in my memories and in my affection. She was special as a teacher, special as a counselor, and special as a friend, and when a book seeks to identify the characteristics that make teachers great, that book will not be complete unless it includes the name of FLORENCE ATWOOD, English teacher, Amarillo High School.

ERNESTINE J. HODGE

Sickle Cell Liaison, Public Health Nurse, Health Services Division,
State of New Mexico, Lovington

I appreciate this opportunity to share what I consider a "positive happening" with one of my early teachers (in fifth grade) in Hobbs, New Mexico. Her name was Mrs. Sparks. (I cannot remember her first name because we never knew her as anybody other than "Mrs. Sparks.") She has passed on to the Great Beyond to continue her good teaching (not that the angels need it).

She was a very special lady—so genuine and she sparkled like a clear, white diamond whenever she spoke to you. The big moment—the "positive happening"—with her that sticks with me even today was one day when we were talking. She looked at me and out of the blue said, "Ernestine, you are going to do good things in life; and, young lady, you are going to be somebody." Maybe it was not a big thing but it carried me through life doing what I felt were "good things" and striving to be somebody.

J. HAL HOPSON

Doctor of Veterinary Medicine, Arenas Valley Animal Clinic,
Bayard, New Mexico

Dr. Robert T. McCarty ("Doc", as we called him) is probably the main influence that guided me into a career in veterinary medicine, which I feel has been very good to me through the years.

Dr. McCarty taught anatomy and physiology of domestic animals and diseases of farm animals at New Mexico A&M (now NMSU) in the early 1950s. These subjects held a fascination for me and Doc's presentation of the course work and the labs made me want to pursue them further. He encouraged a close friend, Ron Mauro, and me to apply for Veterinary School at Colorado State University and then helped us gain admission.

Doc was a sponsor of the Aggie Rodeo Club when I was president one year and talked the Athletic Department into letting us plow up Memorial Stadium and put on a rodeo. He was a great friend, confidant and teacher.

Mrs. Maude Guthrie was one of the most effective educators I encountered through undergraduate and graduate school. She expected and demanded a high level of proficiency and comprehension in her classes. From her insistence, and also from Professor Watkins in animal nutrition, I was forced to "learn how to study" and concentrate on class work.

Mrs. Guthrie was able to motivate her students to want to excel and then reward them with just the right words of recognition to keep us striving to do better. She was a stern task-master, but a wonderful teacher and a fine lady.

HORACE HUBERT

Retired Postmaster, Carlsbad, New Mexico

In Celebration of the Teacher is a well-taken title. Certainly man's progress has been made possible only by teachers. Parents are teachers, neighbors are teachers, journeymen craftsmen are teachers, *ad infinitum*; but the classroom teacher (the textbook/schoolroom teacher) brings the storehouse of knowledge passed onto us from generations gone by. These teachers need special, inherent gifts and training to accommodate age groups and various comprehension abilities of students.

I was fortunate in having excellent teachers in all grades who placed emphasis on the "3 R's" from the first grade. Miss White (Grade 1) was a talented lady. Her students were led by her attention and love; they followed instructions faithfully, thereby successfully learning the things required. Love moves mountains.

When I reached eighth grade, I had my first male teacher—Mr. Guy Montgomery. Early on, he explained the importance of eighth grade to entrance into high school and that we were going to work very hard on all subjects so we could qualify for ninth grade by passing the State Examination. He stressed the great importance of arithmetic, spelling, reading, writing, New Mexico history and government, geography, American history, and to that listing I also add discipline—our deportment record.

He had the respect of his students and their parents. We had the suspense of the State Examination and its final report. If I remember correctly, of 33 students, 31 made passing grades. Going into high school was a big milestone in 1924–25. The two who failed did pass the next year.

In my sophomore class at Carlsbad High School, it was my pleasure to have a man with a doctorate teaching ancient and medieval history. His name was Fonda; his first name escapes me. He was in New Mexico for his health; later he was to go to a position at Stanford University.

Dr. Fonda was all business and had a unique approach. It was laborious but accomplished much. He had us outline all assignments in our history text and gave outside reading assignments—to be outlined also—from books in the library. Dr. Fonda used our text and taught us to outline paragraphs, helping us sort out the central theme of each paragraph and index below in sequence the relationships to that theme. It really helped in retention of subject matter and of historical events.

C. NEAL JOHNSON

President, The First National Bank of Artesia, New Mexico

Although I could name several who have been highly influential, there is one teacher who has—more than any other—made a significant difference in my life. That teacher is Mrs. Kathryn Hayes, who taught social studies in the eighth grade in Artesia, New Mexico.

Mrs. Hayes' classes were known as the exceptional classes in any student's junior high school experience. She maintained an open, inquiring environment, which taught us the joy of intellectual pursuits. She opened up the world of ideas to me at an early age. She motivated me to think creatively about the world's (and my own) problems and taught me not to accept things at face value. She encouraged me to make use of my God-given talent to seek socially responsible answers to the problems our generation was facing.

Mrs. Hayes accepted her students where they were, whether they were rich or poor, white or black or Hispanic, bright or dull—

and challenged them to their highest potential. She created an accepting, sensitive, caring atmosphere in which a student's values and intellect could be nourished and grow.

To me, Mrs. Hayes was *the* teacher of my entire educational career, which includes high school, a bachelor's degree from the University of Colorado, a master's in public administration from the University of Oklahoma, and a juris doctor from the University of New Mexico.

Without question, inquiries made with those professionally associated with Mrs. Hayes, as well as a number of her former students, would give a complete picture of the contribution she made to each of our lives. It is interesting to note that several of us continued our association with Mrs. Hayes for many years after school, until her death a few years ago. Each time we returned from college or the military on leave, Mrs. Hayes' home was the first stop for afternoon tea and talk. She has been sorely missed.

PAT JONES

Housewife; Former President, Portales School Board,
Portales, New Mexico

It was very difficult for me to write about a teacher or teachers who influenced me the most. I have been out of school for quite some time, and the first teachers who came to mind were my children's teachers. We have some great teachers in Portales who get very little recognition. I thank God for our dedicated teachers who have the great task of training the minds of the future.

Dr. Lynn Brown was one of my most outstanding professors at Eastern New Mexico University. He was well groomed and neat in his appearance. He entered the classroom with enthusiasm, which carried on throughout the entire class period, was very knowledgeable about his subject (finance), and gave interesting and informative lectures. Dr. Brown also played the stock market and gave us much interesting information.

His class was known as difficult but a class where I could really apply myself. I felt a great sense of accomplishment upon completion of the course. That class showed me once again that I must work hard to get what I want out of life.

I go back to my first-grade teacher as another who influenced me. I'm sorry I do not know her full name, but she was Ms. Dyer and taught me at Amherst, Texas. I was a very shy little girl, and she made me feel more secure. I can remember sometimes talking to her at recess time instead of playing, and remember feeling that I was never a bother to her. Ms. Dyer made me feel important and that I was a special person. She gave me a feeling of security and self-worth that was needed at that important time in my life.

PAUL W. KLIPSCH

President, Klipsch and Associates, Inc.
(Inventor of Klipsch loud speakers), Hope, Arkansas

Hugh Milton was my professor of mechanical engineering at New Mexico State University. He was a good teacher. He inspired me.

As a callow youth, I was hardly qualified to recognize greatness, but somehow I sensed that here was a man, a teacher, whom I should try to emulate. Later events corroborated that judgement. His biography lists his rise to Dean of Engineering, President of the University, General in the Army, high-level official in the Eisenhower Administration.

In September of 1924 when I attended the first class he taught in mechanical engineering at New Mexico A&M as it was known as in those days, he said, "Klipsch, get up and derive the equation for the catenary." I was deflated. What a first impression!

That was 61 years ago. It is hard to remember just what it was in "Prof" Milton that made me recognize him as a great man. I recall that he made thermodynamics interesting and therefore easy. I am not ashamed to credit Hugh Milton for my own success in engineering.

Last year, over a mint julep, he confessed that he would have been as deflated as I was had he been called upon to derive the equation of the catenary.

When I was into my first month of graduate study at Stanford University, I was lucky enough to recognize greatness in a professor. Dr. Terman had already achieved international recognition. He told me it took him over a year to convince the reviewers that his paper on high level detection was factual; it seemed to contradict accepted knowledge at the time.

He was a rare combination of teaching ability with pioneering research. In teaching, he produced students like Hewlett and Packard; in research, he created "Silicon Valley".

He advised me to publish my thesis. That was a new kind of effort for me. I was a little scared of a "rejection". He said with his influence he could positively get it published as a "joint paper", but that that would not do me any good. In other words, he urged me to publish on my own. He did help. My first job after leaving Stanford resulted from my giving my future boss a reprint of the paper, instead of my calling card.

In the 50 years between my first class under Terman and his death in 1983, he consolidated his status as a great teacher and a great man.

Dick Knipfing

Former Managing News Editor, KOB Television, Albuquerque

The late Dr. George Winston Smith, a history professor at the University of New Mexico, was a teacher who made a difference in my life. Dr. Smith taught American history and specialized in the Civil War. His lectures were fascinating, almost spellbinding because his enthusiasm for his subject was impossible to contain. He had visited most, maybe all Civil War battle fields, and knew virtually every nook, cranny, rock and tree on them. When he talked about what had happened and where on those battlefields, he talked with authority. He had been there.

I learned much American history from Dr. Smith but he also taught me an even more important lesson. He taught me about courage and determination. He was near retirement and suffering from a series of painful illnesses when I was finishing work on my B.A. in history in the mid-1970s. Often he was confined to a wheelchair yet he rarely missed a lecture and despite his constant pain his enthusiasm in the classroom remained contagious. He insisted on doing what he did best: teaching.

His teaching assistant later told me a story that underlined Dr. Smith's determination. Confined as he was to a wheelchair, he had the T.A. take him to an arroyo out on the west mesa and fire a Civil War musket that he had just acquired. Dr. Smith wanted to know what it sounded like to a Civil War soldier when one of those musket balls went whizzing by his head. Like any truly great teacher, Dr. Smith never stopped learning.

Not long after I graduated he was hospitalized for treatment of one of his many ailments when he suffered a fatal heart attack. The doctors said that George Smith's heart had stopped beating but no one could ever say that his heart failed.

Ruth Brainard Knorr

Retired Teacher, Roswell, New Mexico

Two New Mexico Agricultural College professors (later NMSU) had a special part in influencing my life: Dr. W. E. Garrison and Dr. J. R. MacArthur. In those days, the school curriculum was pretty much agriculture, engineering and home economics. We students were sometimes referred to as "furrow-jumpers." These two professors felt there was a need for more cultural subjects. So they offered a course called Comparative Literature in which we planned a trip and studied the literature, art and music of various countries. My husband-to-be was in that class, too. I have no doubt that the class nurtured a desire in both of us to visit these places we had learned about. Years later, we were fortunate enough to be able to go to a number of them.

Laurence H. Lattman

President, New Mexico Institute of Mining and Technology, Socorro

I only remember strongly with positive feelings one teacher, my graduate advisor, Professor John L. Rich at the University of Cincinnati. He taught me much geology, of course, but he taught me one deeply appreciated lesson. He was an internationally distinguished scholar, and I was a total geological neophyte. On our first trip out in the field, he asked my opinion of a complicated geological problem (he had about forty years' experience and many honors while I had one year's experience). He listened with rapt attention and respectful consideration to my naive explanation and then earnestly debated with me (I was wrong).

From him I learned that all of us have something to offer and that even the most senior should listen to the earnest neophyte as a potential source of new and creative ideas. We can, to greater or lesser extent, all learn from each other. I have never forgotten the dignity with which he treated me and have remembered it, and its effect on me, whenever I feel impatient with others' ideas.

GENE LEITKA

Education Specialist (Retired), Bureau of Indian Affairs,
Education Department, Albuquerque

I can recall several teachers who made lasting impressions on me; however, the two I mention here were a cut or two above the others. I remember very clearly the name of my fifth-grade teacher and a professor in my undergraduate work; both of them left indelible impressions on me and my entire outlook on the subject of teaching. The names are no longer important to anyone; however, I believe what made these people special to me was their ability to be down-to-earth humans and treat all of their students as if they were special people. My fifth-grade teacher always managed to make all of her students feel they were important and special to her and to her class. One day she accepted a very short story I had written and praised me for my ability and read the story to the class. That recognition she gave me and her ability to do this with every student in her class has been a lasting impression she left with me.

A professor who had just served with UNESCO in Ethiopia for several years left a lasting impression on me as being an extraordinary teacher with his style. He was the type who knew his subject so well he actually simplified the subject matter. Every question from any of his students was rewarded with a clear and concise explanation and many times a diagram or demonstration accompanied the answer on the chalkboard. His Ph.D. and world travels did not make him or his teachings intellectually snobbish; nor were there any signs of intellectual arrogance, a trait which I had the misfortune of witnessing in many other professors whose classes I sat through.

I see the extraordinary characteristics in these two teachers, perhaps, because I came from a very humble background and was the only Indian youngster in Miss Hall's fifth-grade class and again the only Indian student in class as a junior in college. I feel I needed that touch of humanity to make me accepted for what I was.

In the twelve years I spent as a teacher, I tried to emulate not only the teaching style of these two models, but their concern for their students and the humility that went with their teaching. As a student this tended to motivate me to work hard and achieve. Indeed, I can say that their styles were truly cases of classic human interest. Polite learning predominated in their classroom. These two teachers definitely made the difference in my life as an educator and as a human being.

DELORES LENKO

Producer/Host, KRWG-TV, New Mexico State University

Having a teacher with style (a touch of glamour, I might add) *and* an aura of dignity and professionalism was almost unheard of in small Iowa schools in the forties. But Mrs. McClean, seventh-grade English, had all four. She was a striking red-head who didn't own a navy blue dress with white collar and cuffs; nor did she ever consider confining her curly locks in a tight bun at the nape of her neck. Little by little, each of us in her class began to observe our dress—our nails—"did our long cotton stockings bag at the knees?"—shirt-tails were tucked in—hair was brushed back—we sat a little taller—we coveted a glance of approval.

We knew that *she* knew what a state of confusion seventh graders are in, a time of contradiction when parents are saying "You're just a child" and teachers are saying "Grow up—you're in junior high now!" ***SHE RESPECTED US***. We, in turn, relaxed in the security of her attitude and opened our minds and were caught up in the joy of learning. She made the eight parts of speech come alive. They were eight businessmen waiting to enter a sentence, their office building, and each had a job to do. We didn't have to memorize definitions; we had to check out job qualifications and make sure each word met those criteria. She insisted we defend our choices; she prompted us to argue our case and we were exhilarated when we won and she lost—AND SO WAS SHE.

Years later, when I became a teacher, I silently thanked Mrs. McClean. My English classes were filled with seventh-graders checking out job qualifications and arguing their case and making the good sounds of children learning.

Charles P. Loomis

Emeritus Professor, Michigan State University
and University of Houston; now of Las Cruces

When I took courses under Professor Guthrie at NMSU and later when I was editor of the college newspaper, *The Round Up*, his advice and assistance greatly improved the paper and my knowledge plus my general view of life. His assistance and personal attention went far beyond the classroom. For example, as a boy just off the farm, I had carefully read the text we used, which stressed reporting what is interesting. (Dog bites man is not interesting; man bites dog is.) But I had few guidelines for what interesting things it was immoral and inappropriate to print. As a teacher and also as a faculty advisor in my local fraternity, Guthrie contributed much to my maturing and professional development. His office was an open place where I felt welcome and his advice and help made lasting contributions.

A more effective classroom teacher I have never had than Professor Breland who taught me public speaking and English. His in-class personal critiques of student performance—full of wit, humor and wisdom—might remain with the student on which they were focused for a lifetime. I'll mention only one example.

In an assignment in his public speaking class we were each to present to him and the class of about 30 a eulogy of someone. Most fellow students eulogized famous people past and present. I chose to "eulogize" Professor Breland. Although I considered him a marvelous teacher and respected him highly, I tried to make my "eulogy" humorous and witty. As I remember, my "eulogy" was the last presentation of the day and Breland's criticism was so sharp and shocking that it left me devastated. I sat spellbound while the other students left the classroom.

As Breland passed to leave, I told him I was sorry for what I had done, that I regarded him as one of my best teachers. Any of the other students who knew me would, I told him, verify this. Breland looked at me for a little while then said something like the following. "I now see your mistake. It's not too uncommon. In any presentation it is dangerous to try to mix seriousness with humor. Humor and wit do not always bring respect."

Thus Breland contributed to a principle. In any group activity the popular leader may be humorous and witty and people may be fond of him. He may, however, not be so much respected as the serious-minded, more distant task leader who sees to it that the job gets done.

CLARK L. LOOMIS

Retired Realtor, Laguna Niguel, California

The teacher who made the most difference in my life was Sara Price Loomis, my mother, who enrolled me in the first grade in September, 1920, in a small rural school in Gering, Nebraska, where she and another lady (Mrs. Green) taught 20 to 30 farm and ranch children their A B C's from grade one to eight. My remembrance of those days consists largely of memories of how tired I got trudging through the deep snow at Mother's side to the schoolhouse more than half a mile from home and how cold it was until the old coal stove finally warmed the big room where classes were held. Some good teaching must have taken place because eighth graders from that school always did well in high school. Later on when my family moved to New Mexico, I again attended classes (in seventh grade) taught by my mother.

What made her a good teacher had very little (or nothing) to do with college credits earned in child psychology or general education. It had very much to do with her deep and abiding love of children. Perhaps even more so it had to do with her faith in traditional values and a quiet determination to prepare her children and students for responsible and appropriate action in the real world.

What are the magical ingredients that combine to make a teacher really great? I don't think anybody knows. A quality education is hard to define because the word "quality" itself cannot be adequately defined or exactly measured. Nevertheless, there is such a thing as quality education; it exists. The teacher is the key determinant—but the determinant of what? Certainly not the mastery of subject matter alone. Early on, I learned that the self-teaching of subject matter was superior to classroom work by a ratio of two- or three-to-one; logically then, it follows that it is the philosophical orientation that inevitably accompanies the classroom experience that determines the caliber of the teacher and the quality of education received by the students.

The good teacher is a catalyst, stimulating his students to a greater awareness of the appropriate application to the real world of the subject matter being studied. The quality teacher must always have a philosophical line appropriate to the cultural background and needs of his students. And administrators must find a way to locate, encourage and praise those teachers possessing high moral integrity and pedagogical zeal.

WILLIAM W. LOOS

Retired School Principal, Carlsbad, New Mexico

My high school industrial arts teacher, Mr. A. K. Ride, made a difference in my life. Through the past 54 years, I've tried to analyze those characteristics that made Mr. Ride so special not only in my life but also in the lives of many other boys who took his classes. The most important characteristic was that Mr. Ride really liked young people; coupled with this was the fact that he treated us with respect and made us feel that we were important to our school and community.

Mr. Ride demanded total effort from his students; and because he treated us with respect, we worked extra hard to give him our very best.

DAVID LOPEZ

Associate Professor, School of Education and Human Development,
California State University at Fresno

It's difficult to identify just one or two teachers who were special because so many were instrumental, not the least of which was my own father in helping me develop a philosophy. But there were two teachers at NMSU who took a special interest in me—partly because I went out of my way to seek them out, too. Dr. Robert Gallegos and Dr. John Thomas both made me feel like an equal by sharing so much with me. John Thomas was a springboard for me in perceiving a broader base in professional development than I had seen originally. Both men impressed me not only with their knowledge, but with their humanism—their sensitivity, commitment, warmth, dedication.

—

EDWARD J. LUJAN

President, Manuel Lujan Insurance Agencies, Albuquerque

There is no doubt in my mind that teachers do have an effect on the lives of their students. In my case, I am fortunate that my experiences were all very positive.

Dr. Claude Dove was one of those teachers. He had the knack of making his students think about their beliefs and taught us to speak out provided we had our facts.

Brother Gererd, my sophomore English literature teacher at St. Michael's High School in Santa Fe, also had an effect on my life because of his love and enthusiasm for his subject matter and for being a teacher.

I shall never forget the day he recited word for word the poem "Lady of the Lake." His enthusiasm made me enjoy literature and also encouraged me to become a teacher. I consider myself fortunate to have had good, dedicated teachers; I know they most definitely influenced my life.

MANUEL LUJAN, JR.

Member of Congress, House of Representatives, Washington, D.C.

Brother Benildus was principal of both St. Michael's Grammar School and St. Michael's High School. He was also President of St. Michael's College—now the College of Santa Fe—when I attended.

Brother Benildus was a large man, about 6½ ft. tall and weighing about 350 pounds. He was such an imposing man that he exuded an aura of authority. He was very active and was definitely a risk taker. He established the College of Santa Fe without any money and made it a success. St. Michael's and the College of Santa Fe are responsible for the education of many in northern New Mexico.

The other teacher who had a tremendous effect on my life was also a Christian Brother. Brother August Raymond was head of the Political Science Department. He taught me that to be successful in politics one must truly serve the best interests of the constituency. Throughout my political career, I have adhered to his basic teachings, particularly the premise that one could not fake it; one must meet the needs of the constituents without regard to the political benefits; political reasons are transparent.

The teachings of these two men have profoundly affected my life. I sincerely hope that my efforts and actions over the years positively reflect the invaluable influence they have had on the lives they have touched.

WANDA MARTIN

Rancher, Carrizozo Ranch, Gladstone, New Mexico

When I started to school, my first teacher, Mrs. Puckett, who was also a doctor's wife, gave special lessons in literary "expression". My mother urged me to participate. Mrs. Puckett required a perfect rendition. She reminded me often: "Put your heart and soul into your recitation. Live it as a personal experience."

Through twelve grades and under the guidance of many other teachers, I performed in school plays, entered declamation contests, and won a state championship on my high school tennis team. I was guided then and until this day I have been motivated by the theme I received from Mrs. Puckett in the first grade:

> Believe in yourself. Life is your personal experience. Make its way your choice.

* * *

JoAnn Mazzio

Mathematics Teacher, Cobre High School, Bayard, New Mexico

In first grade in Snuffville, West Virginia, in a white clapboard one-room school, with pot-belly stove in the center of the room, Mamie Stover and I sat quietly reading the front page of the daily newspaper. We put thumb tacks in the words we did not know. Later, when we heard the teacher say, "First-grade reading, come forward please," we'd take our well-tacked paper to the front of the room for our own lesson. We had long ago finished our first-grade Baby Ray primers; and in the depth of the Depression, our enterprising teacher used whatever materials she could lay her hands on to advance our learning. The teacher, Lillian Berry, was my mother. I went to school to her two years in one-room schools, but she had begun instructing me long before that. I cannot remember a time when I couldn't read. My early introduction to newspapers left me with a special fondness for the editorial page, even after I found out that G.O.P. didn't spell "gop."

Ms. Hamilton was not a native of my hometown in the hills of West Virginia, and sometimes she brought an outsider's objectivity to bear on local "doin's." In connection with some small scandal or the other, she said, "You can say what you please about my morals, but I just dare you to question my intelligence." Wow! that was pretty heady stuff for me, a fourteen-year-old girl in 1940. I don't mean the morals; I mean the part about the intelligence. She—a woman—was proud of her intelligence and said so—right out loud.

I examined myself to see if I had any of that marvelous commodity. I found that I had and decided to use it. Using her as a model, I applied myself in her algebra class and discovered an aptitude for math that had lain dormant until then. Excitement in learning blossomed. Under her guidance, I learned that the mastery of abstract mathematical concepts was not reserved for men only. My life was never the same after that.

Elisa B. McDowell

President, Town and Country Construction, Inc., Albuquerque

Mrs. Pole, my fourth-grade teacher, was a very understanding lady who believed in tutoring students who wanted to be learners and achievers despite language and other barriers. My barriers were proficiency in Spanish (but not in English) and the fact that someone mistakenly placed me two grades higher between first and third grades. Mrs. Pole worked with me daily to help me work through my language barriers and learn what I should have learned in my second and third grades plus what she was supposed to teach me in fourth grade. It was a matter of learning and studying almost sixteen hours daily. She never gave up on me and I will never forget her.

I started to give up on my sixth-grade teacher (whose name fails me) as I was tired of spending more than one-half of my life learning and studying. She knew I didn't really want to give up and questioned my age difference from the other students. She verified the fact that I had missed two grades (you can't do that easily with a language barrier such as I had then), and tutored me through my sixth, seventh, and eighth grades. It made the difference in my being a successful student versus a failure. My mom and dad just assumed that their daughter had been double promoted for her excellent performance.

Ronald K. McLeod

General Superintendent,
El Paso Independent School District, Texas

Mrs. Hazel Nolan, my social studies teacher, had a reputation for being the toughest teacher in school; and since it was such a small school, everybody got her at some time or another. She always held high expectations of the class, demanding discipline at all times and, in a way, forcing us to learn. There was no horseplay or excessive talking. We had to raise our hands to ask questions. She definitely kept the classroom environment controlled.

I can remember one day when I didn't get my homework done. I sat with Mrs. Nolan until 8:30 in the evening doing that work. She wasn't going to let me play in the basketball game until it was done! However, more important than teaching me to be punctual with class assignments, Mrs. Nolan taught me to be fair.

For instance, when Scottie, the girl who was to become my wife, and I were in the ninth or tenth grade class together, Mrs. Nolan called on me to answer a question. Well, I couldn't answer it; so, she called on Scottie, who answered correctly. Then, Mrs. Nolan turned to me and said that if I had read my assignment, I could have answered the question. I said I had done the work, but that the word "millennium" wasn't in the reading. She asked me if I was talking back. I said no, just defending myself. So, she sent me to the office. The very next morning Mrs. Nolan apologized to me at great length. It turned out that the word wasn't in our homework assignment. My wife-to-be had learned it during Sunday school.

Mrs. Nolan was the kind of teacher who expected students to know the subject matter of each lesson. That's one reason why I knew everything the guides were telling my wife and me when we visited Paris this past summer. Mrs. Nolan had instilled that in us—the ability to learn and remember things she taught us 30 years ago.

If I could describe this teacher in one word, it would be caring. She cared for us, and in turn, we cared for Mrs. Nolan. After she was in an auto accident and couldn't drive, I took her to many of the places she needed to go. It was partly because I was student body president; but more than that, I drove her around because she had done so much for me. She definitely influenced my life.

Today, Mrs. Nolan lives in Abilene, Texas. She still writes to me and, as a matter of fact, I went to see her last summer. She is a very dear woman—one I'll never forget.

I remember Mr. Neil Willett who was principal of my school in Lakewood, Colorado, because of the special time he took with students to work and guide them in their lives. He always had time to say hello and to pass the day with each and every one of us. He was always around after ball games and in his office on Saturdays and Sundays. If we threw small rocks at the windows, Mr. Willett would open the gym so we could play basketball.

This principal/superintendent ran a well-organized school and held high expectations of teachers as well as students. He spent an inordinate amount of time making sure that things ran smoothly. Later in my life I had the pleasure of teaching with him at Alameda High School, where things were just as well organized.

I'd say the most important thing Mr. Willett taught me was that there is always enough time to give to someone needing your consideration. He was a caring person, too. That is a very important quality—one that every instructor needs to possess.

G. X. McSherry

Representative, New Mexico State Legislature; Agricultural
Business and Bank Director; Deming, New Mexico

I started school when I was six years old. The school was a two-room country school. The first four grades were taught in one room and the other four in the other. After two years of attending the first room, I was passed onto the next room.

My mother, Mary Ellen O'Connor McSherry, was teacher and principal. It was under her guiding hand and strict discipline that I and many others were given the opportunity to discover the wonders of knowledge. Looking back on those depression days of the early thirties, and the limited number of books and scant amount of educational materials available, I marvel at the broad education that we received.

She dedicated her life to teaching and made students want to learn. Because of her dedication, I was able to graduate from the eighth grade at age 10. She is still living, age 93 years young.

Mrs. Henrietta Hathaway Vincent, a very strict but dedicated teacher, was my Spanish teacher in high school. Being quite young when I entered high school was a great disadvantage to me socially and physically. This great lady was very understanding both as a teacher and a person. Through her kind, but strong hand, I graduated from high school in three and a half years.

E. L. Mechem

Senior Judge, United States District Court, District of New Mexico;
former Governor of the State of New Mexico

I cannot think of any teacher that I had that didn't have an influence on me and that I didn't like—at least 95% of the time, even those who had serious doubts about me. I give you two names with great reservations even though they were top-quality teachers. Many who weren't in this category were fine people, in and out of school, and they had about as much influence in many other ways.

Robert A. Leflar of the University of Arkansas Law School was a perfectionist, one of the most thorough researchers I have known. He had great ability to explain and made clear matters that were hard to get at and to understand fully. A man of extreme patience in the classroom, Dr. Leflar accepted no messing around. He treated all students like people and was always a gentlemen in dealing with them.

Rufus Galloway Breland—Prof, as he was known—had great ability to teach the English language as usually not spoken. His courses were interesting and thoroughly worked over. He had full control of his class at all times and full attention most of the time. He made the knowledge of language understood and understandable and useful.

Ernie Mills

Columnist and Radio Broadcaster, Santa Fe

There are two professors who had a deep and profound influence upon my life during the university years and ever since.

The first was G. Stuart Demarest, professor of English at Rutgers University. Professor Demarest taught an advanced course in the English romantics, and also taught an advanced course in the American transcendentalists with an emphasis upon the works of Ralph Waldo Emerson.

In the middle of one of Dr. Demarest's lectures on Keats, Shelley and Wordsworth, I remember standing up in class, literally bolting the class, and returning home to quit my job.

I always had a hidden desire to enter the field of journalism, but refused to change positions because of financial responsibilities.

It didn't take too much of Dr. Demarest's teaching about the Aeolian harp of Keats to realize I would be much happier making my own music and living life vicariously.

At the time, I took a post with the New York *Herald Tribune* as a copy boy at $29.90 a week and never have I had an unhappy day with my career since that day.

In addition, Dr. Demarest's Emersonian teaching that life is made up of twenty-four hours each day and the fact that each eight hours has a profound influence on the other sixteen has never left my mind.

In graduate work at Columbia University's School of Public Law and Government, I had the good fortune to study under Professor E. E. Schattschneider, who was a visiting professor.

He was the most practical public administrator and politician I had ever read, and his teachings exemplified his writings.

It was through Dr. Schattschneider's teachings that I decided to get my practical journalism skills through working full time at the *Herald Tribune*, while learning what to write about through my graduate work, which was not in the field of journalism.

In reflecting upon those educators who have affected my life, I cannot overlook one man, who was not a teacher, but an administrator. I had left high school at an early age and did not decide to return to school until the age of twenty. Dr. Robert Hyde was the registrar of Rutgers University in the late forties and early fifties.

Even though I was barely able to "grunt" to make myself understood, Dr. Hyde permitted me to enroll at Rutgers as a "conditional" student, meaning I had to maintain a rigid grade level. Under his constant guidance, I was able to graduate Magna Cum Laude—but—I never could have got past the door without his foresight to take a chance on someone who had precious little preparation for university work.

Hugh M. Milton

General, U.S. Army (Retired); Undersecretary of the Army under
President Eisenhower; former President of New Mexico
State University and New Mexico Military Institute

Miss Amy Richardson taught me English for about eight years in Lexington, Kentucky, first in grammar school and later in high school where she had been promoted when I entered. That she knew her subject, there was no doubt. Spelling must be correct; punctuation proper, in the written as well as in the spoken word; memory was developed through regular assignments, at first with simple verse, but later Longfellow, Wordsworth, Milton and Shakespeare. In the many themes, which in retrospect were daily, the syntax, paragraph phasing and logic were carefully scrutinized. Papers which were handed in were always returned, carefully notated with errors, suggestions, and sometimes with praise.

She was thoroughly disciplined as a teacher, which in itself created a great respect, not only among the students but associates and occasioned her to be highly respected by all who knew her. Her lesson assignments were well thought out not only for the time to be consumed in class but for home work. Her classes began on time and ended on time and there was no lost moment in between. She was so highly respected that many students, myself included, knew that if we were disrespectful to her that when we returned home it was directly to the wood-shed.

While the above has merited my admiration, it is the intangible benefits of my association with her that has impressed most. It is rare indeed to find a teacher whose interpersonal intelligence can project himself or herself into students. A poor recitation, a returned theme marked with a low grade were not met with punishment or ridicule. Miss Richardson knew that the individual was suffering remorse, a remorse that comes from realization that the student had failed to discipline himself for that moment when he had to see himself through the eyes of others.

Her imprint has left me a restive individual. A day is lost if it does not produce a new challenge—usually a study of the great masters of literature. With a dictionary at hand, a notebook and pen, I have the feeling that I am what I ought to be.

Of all my university professors, Dr. Frank McVey, President of the University of Kentucky, stands pre-eminently above them all. Despite his many administrative duties, he took time to teach a three credit hour course in various subjects and usually only to graduating students. The course I took was "International Law."

The subject itself contributed to my admiration of Dr. McVey. As he so aptly put it, there is no such thing as "international law" for there is no recognized means of enforcing what is known as the international rights and duties of men and nations. It was his approach to these rights and duties, in a truly moral and democratic fashion, that was so appealing to me.

World War I had ended and in 1918–19 the whole world was engrossed in talks of the "League of Nations", the dream of Woodrow Wilson. By studying the arguments of the "Big Four" (U.S.—Great Britain—France—Italy) one had a glimpse of the nature of people who had undergone as devastating a war as had ever been fought. One of the requirements laid on me by Dr. McVey was to brief all of the arguments that were presented, pro and con, for the establishment of the League. Having done so and listened to Dr. McVey, I have held throughout the intervening years that had our Senate approved the Treaty of Versailles and thus the League, we would have contained Hitler and avoided World War II.

Dr. McVey was an inspiring intellectual. He made one feel that we were in the presence of an Aristotle with a lowly touch. He had the vibrant intellect of the Athenian mind. His subject was AURIBUS ISTIUMTEMPORIS ACCOMODATA—"Suited to the ear of time."

On graduation day he admonished us that the international rights and duties of man were the challenge of the future and that we, the graduates, must always retain an intellectual interest in all human affairs—a dictum the world soon forgot, much to its sorrow. LITERSTUS PAEDAGOUS MANET—"The teaching of the learned endureth."

Thomas N. Mobley, Jr.

Senior Vice President and Trust Officer,
First National Bank of Dona Ana County, Las Cruces

Without any doubt, Truman Short influenced my life more than any other teacher. From 1952 to 1956, he was my vocational-agricultural instructor and F.F.A. advisor. He really did credit to the the title "advisor". It was not the classroom work in voc-ag that turned out to be so important. It was the opportunity to develop leadership skills in F.F.A. that led to personal confidence which, nurtured by Truman's constant encouragement and challenge, brought about ambition.

When I became Truman's student in the ninth grade at Artesia High School (New Mexico), I had no thought of attending college. I took school life one day at a time with no goals, no ambitions. Four years later, I enrolled in New Mexico State University, then A & M, with two scholarships and the knowledge that I would have a better life than my parents because Truman Short had convinced me I could and had challenged me to do it. Certainly my college education brought about many opportunities for me; but without Truman, I would never have gone to college.

Plant physiology was supposed to be one of the toughest courses required for agriculture majors at New Mexico State University in 1960. For me, it turned out to be one of the easiest because the best *teacher* I ever had was my instructor in that course. W. A. (Sandy) Dick-Peddie made the course fascinating, not only explaining what was happening in the plant, but how, when, why, and where it was happening. He did not just tell us a lot of facts. He *taught* the concepts. He understood we could only absorb so much in a given period of time so he focused on the relevant material; consequently, the less relevant information did not confuse us. When he sent us to the library, he told us to read "pages 333 and 342" to explain certain functions of the plant, not read "Chapter 13". His lectures were so vivid that I dared not distract myself by taking notes and at the end of the course, my only notes were of the references for library work.

Although my career path took a turn from agriculture, Sandy's *teaching* methods became a *learning* method for me which has been extremely helpful to me in all my subsequent educational experiences.

ANTHONY F. MOITORET

Captain, U.S. Navy (Retired); Member, Board of Regents,
Western New Mexico University, Silver City

After retiring as a Captain from a most satisfying career as a naval officer and then having spent five years as a Director of the International Hydrographic Bureau with headquarters in Monte-Carlo, I could aim for another career to which I had been attracted all my life. I wanted to be a teacher. Two years and two summers at Western New Mexico University gave me the master's degree and the certificate and I then enjoyed seven years in the local junior high teaching math, science, and history, retiring in 1981 to accept appointment as a member of the Board of Regents of WNMU.

My close contacts with education over the past 12 years have brought me again and again to the statement that "parents must become more involved." So it should not really be strange that I trace the greatest influence on my life from one of my first and most constant teachers, my father at home. He taught me my first letter, "A", so well that I'd point, they told me, from my baby-buggy at any large advertising sign that had an "A" and say, "A, Daddy, A!"

For every birthday and for every Christmas for as long as he lived my father gave me a book as a gift, no matter what else he might find or that I might ask for. But more than the books themselves (though they certainly must have helped), he gave me the intense love of reading. If one teacher can ever do that, I am convinced, far more than half the job of producing an educated person has been accomplished.

Dad taught me patriotism, something I find too often neglected or ignored by teachers I see today (particularly the younger ones). He took me to Memorial Day observances and 4th of July speeches—sometimes he would be the speaker himself. He spoke with such obvious pride of his naval service during World War I and of his respect for his officers, especially the commanding officer of the naval transport in which he was a yeoman. It was easy for him to persuade me to try for an appointment to the U.S. Naval Academy. This appointment influenced my entire life.

As a reporter and then as political editor of the *Oakland Tribune*, Dad gave me constant object lessons in careful writing, not only grammar and syntax and spelling and punctuation, which he always considered of great importance, but in getting all the facts and getting them right—in having a "nose for news," in searching out both sides of any story involving conflict.

When I was a year and a half ahead in school through accelerated promotions, he had the wisdom to keep me out of school for a semester and take me to the State Capitol and prevailed upon the Lt. Governor to appoint me as a page in the State Senate—and that lesson in government beat any textbook study! Thanks, Dad, you were a Great Teacher!

My lifelong goal of becoming a teacher certainly owes much of its force to my high school math teacher, Mr. James Winegardner at Piedmont High School in California. Mr. Winegardner cannot be given credit for my love for mathematics, for it had always seemed to be there; but he definitely nourished and fed its growth through his own knowledge, ability, and approach to the subject. "Jimmie" (we only called him that behind his back, never to his face, for he inspired respect despite his very jovial personality and constant broad smile) wrote equations or drew triangles on the board with loving care. I can never recall his having said "math is fun" and he made us work at it. I don't think he ever specifically said that "math is beautiful," but he made me *feel* he was saying it.

With his clear explanations and ability to understand not only where but probably why a student had taken a wrong turn on solving a problem, his obvious *interest* in having students succeed, he helped inspire me so that my name was engraved on the tall silver Broebeck Cup for excellence in mathematics when I graduated from high school.

And how did excellence in mathematics influence my life? In more math and in chemistry and in physics and in astronomy and in navigation, particularly, I kept using my mathematics through a year at the University of California in Berkeley and through the Naval Academy. So my math led to some expertise in navigation and I was called upon to train the navigators of Col. James Doolittle's B-25s aboard USS HORNET as we headed for that historic mission of bombing Tokyo in 1942. From Assistant Navigator of HORNET, I went on to be Navigator of a new aircraft carrier, USS PRINCETON, and served from her commissioning until her sinking in the Battle of Leyte Gulf. Just before the war ended I had been selected for postgraduate study and then for specialization in the field of hydrography. The rest of my naval career was spent in surveying, charting, and directing aerial photographic, geodetic and magnetic survey operations, first in the Navy, later in the Joint Staff of the JCS and the Defense Intelligence Agency for all three services. I kept on using Jimmie Winegardner's math.

But I also kept my vision of Jimmie Winegardner and I wanted to repay my debt to him—that was my feeling as I enrolled for graduate work upon my retirement from my first professional career and started toward a teaching certificate. Yes, a naval officer is frequently called upon to "hold school" for his junior officers or enlisted men, and I had even taught formal classes in navigation in the Navy, but now my aim became to teach math to young people, and I made it. The fact that it felt so "right" to me to be in a classroom doing that was directly traceable to Jimmie Winegardner. I wish he might have lived to know about it.

BERT H. MURPHY

President, Murphy Energy Corporation, Roswell, New Mexico

Mr. Davis was a science teacher at Alhambra High School in California. I took high school physics from him in the 1940s. He had a great ability to teach and to inspire his students with the wonder of science. He made you feel as if he was speaking directly to you.

His physics demonstrations always incorporated a great deal of imagination. I believe that he inspired me to pursue an engineering profession and to enjoy science and mathematics.

Mr. Mitchell was a college teacher of mechanical drawing. As a hobby, he visited Europe and did pencil drawings of the cathedrals and other outstanding architectural structures. The Pasadena City College curriculum was rich in drafting courses. For the short time I was there, I took as many of Mitchell's courses as I could. He privately tutored me in pencil sketching, which became a hobby of mine. He gave me, as a science and engineering major, a greater appreciation of art.

At Stanford University, Mr. Leverson was an oil finder as well as an earth scientist. He often said that "oil is found in the minds of men." He inspired his small seminar classes with his enthusiasm for the search for oil and gas. He taught not only the theoretical methods of exploration for oil and gas but also showed us many of the more practical methods that were currently being used in the industry. He was an outstanding and inspiring man who took his science out of the classroom, made a personal fortune with it, and brought his experience back to the students. He personified the spirit of free enterprise and inspired a fascination with the exciting game of oil and gas exploration.

* * *

CHARLES F. MURRELL

Dentist, Las Cruces

In trying to select one teacher who has helped me the most, I find about ten teachers that stand out as leaders in my education. To name one that is above all the others is impossible because they all had different emphases and viewpoints.

I find that all the great teachers I have known shared several talents and qualities. Mrs. Lela Carwardine, who taught geometry at Las Cruces High, exemplifies these attributes. She was able to control the classroom and demanded discipline from all students. I was never a "number" and I felt I could approach her without being made to feel small. The most difficult accomplishment of Mrs. Carwardine was to make a difficult and unfamiliar subject fun or at least interesting.

The sum of the above, I believe, is that truly great teachers like teaching, feel confident in their abilities and good about themselves, and work very hard.

WALTER NATIONS

Owner, Nations Realty, Albuquerque

I believe that my success in the military was due in part to Major A. J. MacNab, Asst. PMS and T and Asst. Coach. He was always so proper in dress, in conduct and in words. He impressed on his students and those he came in contact with that an unforgivable sin was refusal to make a decision or take action.

More than anyone, Dr. G. N. Stroman was responsible for my staying in school. I worked four years in his cotton breeding program, picking up more genetics by watching his work than in class. He was a great supporter of the student athlete and wonderful advisor on how to deal with one's problems with respect and honor. As an advisor, he replaced my parents in many ways since he better understood the work and world that I was about to enter.

EARL NUNN

Executive Director Emeritus,
New Mexico School Administrators Association, Santa Fe

It was a privilege to attend my first grade at a one-room school in Perico in Union County, New Mexico. At that time my teacher was Mrs. Strawcy Vandruff. We had more than thirty students in grades 1–8, and occasionally others wanting to take some high school subjects. The remarkable thing about "Miss Strawcy" was that with all of these people, she always found time during the course of the day to give each of us some of her undivided attention. (It would seem in retrospect that this was not so difficult since it was common practice for the older ones to help the younger students; and as we remarked in later years, we did very well since in the 8th grade we had already had those same subjects seven times.)

"Miss Strawcy" was apparently a person of great foresight, since she called upon our community resources in imaginative ways and left us with a feeling that we were the most advantaged of all children. "Miss Strawcy" passed away in 1985, but the legions of people who were privileged to enjoy her as a teacher during her long and distinguished career are living testimony to her effectiveness at working with children under what today would probably be called difficult circumstances.

Her continued encouragement to me in my professional life had a great deal to do with many of the decisions that I made along the way to cause me to believe that teaching is indeed a rewarding experience.

William O'Donnell

Emeritus Senior Vice President at New Mexico State University
and long-term Representative in the New Mexico State Legislature

I was a serious problem student at South High School in Denver. For three years I failed to earn unit credits toward graduation. Usually a teacher would ask the principal to drop me from a class and I would end up in study hall. I was in revolt against authority, discipline, and was insubordinate, recognizing fully that the teachers did not want me enrolled in their classes. The usual was to be scolded, ridiculed, and sent to the principal's office. Consequently, I was a truant many days.

And then came my enrollment in a class taught by Ruth Morrison. She treated me exactly as all others in the class. Early in the semester, first class in the morning, she asked me to take her car and go to the school supply store in downtown Denver and get an order for her. (This was 1924—few cars, few drivers.) Apparently, she recognized that what I needed was to be given responsibility and to know that this teacher had confidence in me. Later, she arranged with the principal for credit to be given to me and two other "troublemakers" for an extra course—descriptive geometry—she tutored during the activity period. She became ill later on and convinced the principal to let me teach her senior English course and preside over a study hall for six weeks.

Ruth Morrison turned me around from a hateful, distrustful boy to one who had worthy personal objectives. Soon my name led all others on the regular six weeks honor roll. After graduating from college, the same principal of South High School twice offered me a position as physics teacher.

Jim Ogden

President of Odgen Farms and Cattle Company,
Loving, New Mexico

Prof. John Knox was one of the most influential teachers and counselors I had in college. He had a quiet, yet strong way about him that brought respect and admiration for his ability to direct my efforts and studies in the field of agriculture, especially animal science. He made his students aware of the necessity of setting high goals and pursuing them diligently, with strong determination in order to accomplish those objectives.

Prof. Knox was a Master Stockman, if there ever was one. He showed his students they must plan, observe, appraise and re-evaluate each plan. His personal ideals were an inspiration to all.

Glen Staten's dry wit commanded attention and respect. His spicy lectures were always interesting and informative, making it a pleasure to attend class. His ability as a plant breeder inspired students to set higher goals, and his dedication to his profession as a college instructor and research scientist was admired by all.

His contributions to agriculture, especially cotton and alfalfa, were outstanding.

Daniel C. Orey

Coordinator of English as a Second Language Programs,
College of Education, University of New Mexico, Albuquerque

Luiza Amodeo has spent more time with her students in her office than anyone I know. This causes her to work later hours and on Saturdays and Sundays. She does so because she cares about graduate and undergraduate students. She is dedicated to education, to New Mexico, and to people in general.

Dr. Strowbridge, my advisor at Oregon State University, encouraged me to seek further study; he was issue oriented, and took a deep personal interest in me. We even went fishing together. He was a friend and a teacher.

William R. Orr

Engineer, Construction Economic Services, Inc., Fort Worth, Texas

My buddy in school in Cisco, Texas, received a large chemistry set for Christmas and we had a friend whose father delivered nitro to the oil fields where my uncle was a wildcatter. We experimented and finally made some picric acid which we tested and then proudly took several crystals to our woman chemistry teacher who almost fainted. Then our friend was blown up while delivering a load of nitro. We turned our attention to nitroglycerine, discovered the process through a local plant and delivered a flask with about 4 oz. of yellow fluid to our teacher on the third floor of the high school building. We were suspended for two weeks while our teacher recovered from the slow walk down three flights of stairs to empty the flask slowly at the far end of the football field. Thus was born my interest in chemistry and the minute way in which all matter and the universe were assembled.

In 1929, I had a teacher in Gallup High School named J. Cloyd Miller who thought that I should try out for a state declamatory and oratorical contest. He felt I had a talent but I knew I was no Socrates. Anyway, he began coaching me in a rendition of something by Rudyard Kipling. I knew that God had given me many talents and I was torn between art or anything else constructive that would utilize my capabilities as a craftsman. J. Cloyd Miller was the first person to give me direction. I won something at the contest but more than that I was given a tour of the chemistry building on the campus where the contest was held and my mind was made up.

In September of 1929 at age 15, I arrived at the Mesilla Park Station near New Mexico State University with a steamer trunk and no one in sight. A priest who had a church nearby finally showed up and offered to deliver me to the dormitory and to show me the way to the registrar's office. There I met Ms. Era Rentfrow who was startled that I was beginning college so young. She and my mother become good friends and so she became more or less my mother away from home.

I immediately went to the chemistry building and found one professor there named Luke Berry Shires. He was something of a recluse but shyly friendly and I told him of my experiences and because of my natural ability to fix and build things, he suggested that I enroll in the School of Engineering to major in chemical engineering. I felt that I was one of the few students he felt he could talk to because I casually mentioned a bullfight that I had seen in Juarez. He would become very talkative on that subject and I later learned that he was an avid fan and would take short excursions to Spain or Mexico City or wherever a well-known bullfighter was to appear.

He kept close track of me in all of my chemistry courses and, during my senior year, probably spent an extra 4 to 5 hours a week coaching me through my last course in physical chemistry. In his own unassuming way, he was a great person and was so proud that one of his chemists had received the Engineer of the Year Award even though it was in an entirely different field. My knowledge of atomic structures has helped me immeasurably in everything that I have done.

The most influential person in my life was my Dean of Engineering and Fraternity Advisor, General Hugh Milton. I have always admired everything that he has ever done, the way he walked, the way he spoke and his views of life in general. The first two years, I was a good student but fraternity life put me in a group of boys who were two to three years older than I. My grades began declining. I spent many hours on Dean Milton's little red carpet but I always knew that he respected my abilities; however, he did not appreciate my application of them. He was the inspiration that made me the best soldier that I could be and in private practice, I wanted desperately to do something useful for the construction industry and be an educator myself. I have conducted innumerable seminars on construction cost estimating and am now about ready to put all of my programs on the market through McGraw Hill. In evaluating my 33 years as a consultant, I find that I have about 450 alumni of my own that I have taught to be construction estimators, consultants and financial executives.

There is one more teacher who cannot be omitted because he took a very personal interest in every student he ever had, "Dad" Jett. After I came back from the war, he called me in Albuquerque and told me that he was Chairman of the State Board of Registration for Engineers and would like to see me when he came to Santa Fe the next time and give me an oral examination. I went and we talked about the war, what I planned on doing and then he said "that ought to do it" and approved my application. He kept track of all of his students and sent out a regular letter to everyone so that we, also, could know where everyone else was and what they were doing.

After he learned that I had built an all-fiberglass building using a chemical formula for available energy for structural analysis instead of using the flexure formula, I took him to the building site and he shook his head and said, "Bill, I never thought you would do anything like this."

ROSE MARIE VALDES PANGBORN

Professor of Food Science, University of California at Davis

During all three years while I attended New Mexico State University, I had the good fortune of being exposed to the inspirational teaching and good example of Mrs. Opal Beatty, Department of Home Economics. I remember Mrs. Beatty as being a model of professionalism, excellent organization, and enthusiasm. She was thoroughly prepared for every lecture and very much cared that her students learned the material. Long after I had forgotten the details of Health and Home Nursing, Introductory Foods, or Principles of Student Teaching, I remembered Mrs. Beatty's personal traits, which have served as a role model ever since.

After completion of the M.S. Degree at Iowa State University, I undertook a research position at the University of California, Davis, which eventually evolved into a teaching position. When I consulted the handout material and notes from the courses I took ten years previously from Mrs. Beatty, I was amazed at how thorough and timely they still were for use in my own teaching. Two of Mrs. Beatty's traits which I emulated in my own instruction were (a) to facilitate the students' teaching of themselves—that which they seek on their own they retain longer and more thoroughly; and (b) to challenge them continually with breadth and depth of coverage, which demands much of students, intellectually and physically.

Two tributes which I've received are directly attributable to Mrs. Beatty's influence on me: the Distinguished Teaching Award from the University of California in 1976 and the W. V. Cruess Award for Teaching from the Institute of Food Technologists in 1977.

It's a pleasure to have this opportunity to thank you, Mrs. Beatty. You are a great lady!

EDITH A. PANKEY

Pankey Land and Cattle Co., Truth or Consequences, New Mexico

At the age of seven years, I was sent to school with one teacher only in a single room. My mother said, "You will find your teacher kind, patient, and waiting to talk to you." She was that type of person and as the years pass, I believe kindergarten teachers should be psychologists as well as be prepared to learn the nature of children and kindle in them an eagerness to learn.

In grade school my teacher was a nun, a member of a teaching order for many years. The basics started with how well we knew fractions, grammar and so forth.

In high school my teachers soon learned how well prepared we were for college.

ABE M. PENA

Rancher, Grants, New Mexico

Good teaching, indeed, needs to be celebrated. The three teachers who had the most influence in my life are Mrs. Ninfa Martinez, Mr. Hijinio Salaz, and Miss Garnet Shehi.

Mrs. Ninfa Martinez was my first-grade teacher in San Mateo. I remember her as a vibrant and exciting teacher who introduced us to the English language (we were all Spanish-speaking) and she could laugh with us as we struggled to learn English as well as learn our lessons. She made the whole thing fun. I recall those days were far too short to learn all she wanted us to learn and I looked forward with anticipation to the next day and the next and the next.

Mr. Hijinio Salaz was my eighth-grade teacher. He opened the doors of the universe for me. I remember how he used to handle the well-worn globe of the earth (carefully and fondly) and tell us about different people and different cultures as the globe spun under his light and gentle touch. His enthusiasm was contagious. I recall the flight of my imagination to a rice paddy in China planting rice side by side with a Chinese, or following a surefooted llama as we scaled the Andes in search of an Incan civilization.

Miss Garnet Shehi was my commercial teacher in high school (Grants Union); and, God bless her, she taught me much more than typing. In her easy-going manner, she taught me commitment and responsibility. She did it with a smile yet she was a determined disciplinarian. Needless to say, typing has come in handy but the lessons of commitment, responsibility and discipline have been the keys to whatever successes I've attained in life.

In summary, Mrs. Martinez taught me how to communicate, Mr. Salaz opened my imagination and Miss Shehi gave purpose and structure to it all. They were all great teachers; but, above all, they were great human beings.

VIRGINIA PHILLIPS

Rancher, Watrous, New Mexico

In my fourth year of school, I had a teacher I will never forget or cease to be grateful to. She was the most demanding and disliked teacher in our grade school. I was a fair student but scared to death of Mrs. Powell and never voluntarily spoke to her.

About halfway into the year, my mother died quite suddenly. My world was turned upside down. The one unchanging thing in my life for the next year was school and Mrs. Powell. I found she was one of the kindest and most thoughtful persons I have ever known. She filled my school days with extra attention, invitations to her home after school and Saturdays, and taught me the pleasure of losing oneself in reading good books. She "looked after me" through the 4th grade and kept in touch that summer, then passed me on to the 5th grade.

So my "inspirational teacher" had nothing to do with academics, although I am sure she taught me a good deal. But she gave of herself in kindness and caring far beyond her normal responsibility and made an impossible year pass.

JOE POWDRELL

Manager and Owner, Mr. Powdrell's Barbeque House, Albuquerque

First of all I must say I agree with the approach of focusing on the "State of Education" today. The teacher too often goes uncelebrated. Being an educator, now in business, I've been concerned about the quality of the educator in my appraisal of the "State of Education" here in New Mexico, specifically Albuquerque. I am pleased to have this way to give some input.

Personally, my first impressions of education were not in New Mexico. I'm originally from Texas (Crosbyton, 400 miles east). My initial school experiences were in segregated schools. My teachers were all female. I went through grades 1—6 in Texas and the junior and senior school experiences were in Albuquerque. My undergraduate training was at the University of New Mexico and my postgraduate work was at the University of California at Fresno.

The first six years were the ones that made the difference. Three women who taught me in those grades—Mrs. P. L. Stafford, B. R. Williams and B. Henderson—were total teachers. They were the most influential to me because through academia they taught citizenship, respect for history and etiquette, encouraged a zeal for learning, respect for life, liberty and the pursuit of equality. They focused on the principles that govern all of life. None of these ingredients were ever surpassed by any of my later teachers. I looked for it the whole time. You see, I thought integration would greatly improve the quality of my education.

As I look at the average teacher in New Mexico, I'm disappointed. The money these ladies made would shame anyone in education today. The difference is that they held us closer to our potential and they demanded respect as American educators. They embraced teaching as a stewardship.

Granted the current salaries are low, but so is the zeal to be an educator. Somehow no effective recognition is given to the stewardship role of today's teachers.

PATRICIO G. QUINTANA

Provost, Dona Ana Branch Community College
of New Mexico State University, Las Cruces

Cristobal J. Quintana became an elementary school teacher at 16 years of age upon completion of the eighth grade and passing teacher examinations from New Mexico Normal at El Rito. He taught school during his first year with a 3rd-class certificate. The following year he completed high school at Manassa, Colorado, and achieved a 2nd-class certificate which allowed him to teach grades 4–8. While assigned in Taos, New Mexico, he created the first adult night high school there; however, the United States entered World War I and he resigned his position to join the expeditionary forces, eventually going to France.

Upon his return, he was asked by the people in Taos to run for County School Superintendent. He accepted the honor in the Republican Party and the Democratic Party approved him without opposition. He served as Taos County School Superintendent two terms, then went into private business.

Cristobal Quintana was the father of eleven children of whom six received college degrees, one through the doctorate; two others attended college through their junior year. That feat was the direct result of his enthusiasm for education and his continued encouragement to achieve. This teacher/administrator, my father, influenced me toward learning and excellence. My father was a teacher foremost; and because of his example, six of his offspring are currently involved in teaching.

Dr. Lynn I. Perrigo, New Mexico Highlands University history professor, was instrumental in my continuing toward higher degrees. Dr. Perrigo gave me the essential reassurances that motivated me and created self-confidence necessary to complete my B.A. degree. Upon graduation, his encouragement led me to pursue an M.A. and eventually a Doctor of Education degree. His encouragement and advice concerning the need for a good education, excellent teachers, and the retention of native talent in New Mexico led me into teaching and have served as guidelines for my advice to parents and students in this state.

LARRY RAMIREZ

Attorney at Law, Weinbrenner, Richards, Paulowsky and Sandenaw, P.A., Las Cruces

I have tried to remember which teachers have had the most significant impact on my life. This has been a difficult process as I feel very fortunate at having had a number of teachers who were dedicated to their profession and had a significant impact on my life.

First of all, I do not believe you can underemphasize the role of parents in the educational process. My parents were both people of modest means with high school educations. However, both recognized the importance of an education and stressed that fact to me. They made great personal sacrifices to insure that I had the best education possible. I consider them the most influential "teachers" in my life.

There have been other teachers who have greatly influenced me. Two of my teachers in elementary school, Mrs. Freeman and Mrs. Chilton, were very instrumental in my educational development.

I was always motivated to do well in school and was considered somewhat of an "egg head" during my elementary school years. Because of that fact, I was sometimes the object of ridicule by peers. However, both Mrs. Freeman and Mrs. Chilton made me realize how important it was for me to do my best at all times and not to be ashamed to want to learn and be the best I could possibly be.

Two other people who have been instrumental in my success are teachers but were not *my* teachers in the sense that I was not a student of theirs: Dr. James Zwerneman and Dr. Grace Olivarez.

Dr. Zwerneman was Director of the Center for Business Services at New Mexico State University. He and his wife, friends of our family, influenced my decision to attend the University of Notre Dame Law School. I had not considered such a nationally-known law school because I did not feel qualified. Dr. Zwerneman convinced me that whatever I tried I should shoot for the moon. It came as a great surprise when I was accepted at Notre Dame and owe much to Dr. Zwerneman and his wife Nancy because without their guidance I would probably never have chosen to attend that great institution.

Dr. Grace Olivarez was the first female graduate of Notre Dame Law School. When she first attended there, she had only a General Equivalency Diploma (GED); however, because of her activities with the poor and underprivileged in Arizona, she had made contacts with Presidents Kennedy and Johnson and also served on a commission with Father Hesburgh. The Law School agreed to admit Grace provisionally with the understanding she was to receive no special favors. She was able to complete her course of study and went on to serve as Director of the Institute of Social Research and Development at the University of New Mexico and later to head the Community Services Administration under President Carter. Presently, she directs United Way in New Mexico.

Grace had a great influence on me in choosing a law school. Later I found out she was also a benefactor in providing funds for my tuition at Notre Dame.

Looking at a person like Grace Olivarez, you can see the importance of education in her life. Someone was there when she needed a chance and she was there to give that same kind of chance. Without it neither Grace nor myself would have been able to achieve what we so far have been able to accomplish.

Further, it has instilled in me a sense that education is probably the most important thing that we can provide for generations to come. It is not something that we can afford to skimp on. We must provide all necessary resources to insure that everyone has the chance to obtain an education.

BARBARA RICHARDSON

Black Historian, Tucson, Arizona

Existing in an era and town infested with prejudice and bigotry made it hard for a Black, handicapped female to speculate on a future other than the age-old accepted life of servitude. My eternal gratitude goes to two silent figures who made the difference in my life by encouraging me to seek a better existence. In recognizing my dissatisfactions, inquisitiveness, and thirst for knowledge, they helped me greatly. Because of them, my sensitivity and creativity were never restricted.

Their intriguing tutelage opened doors beyond my vision. With their guidance I undertook my quest for better and higher education. I used them as prototypes and learned that patience did not mean indifference and that thinking positively helped me to grow.

Using these professionals as role models, I was able to have a full view of what hard work and an education could lead to.

To Lila Azar and John Krivokapich (both deceased) I am thankful. They helped cultivate my character, my pride, intelligence and taught me to work on my self-esteem and to become a well-adjusted, educated, proud adult.

Denis W. Riggs[*]

Former Director, Instituto de Educacion Bilingue del Sureste,
Tuxtla Gutierrez, Chiapas, Mexico

Mrs. Vida Horn at Euclid Senior High School in Cleveland was the most enthusiastic teacher I ever had the great fortune to have for an instructor. A native of Hungary, she spoke seven languages fluently. In my opinion, her chief attributes were a love of humanity and an unbounded enthusiasm for her job. In my case, she allowed me to enroll in advanced Spanish six weeks after the school year had commenced. In order to assist me in catching up with my fellow students, she donated many hours after school to this end. She was a consistent advocate of positive reinforcement in the classroom.

Manuel Antonio Serna-Maytorena of Ohio University taught me Spanish. He managed to stimulate a great deal of interest in the subject by utilizing an interdisciplinary approach. In addition, his concern for the welfare of his students extended far beyond the fact that they were or were not enrolled in his class.

He possesses a great ability to encourage one to be confident and also to guide his students' academic development skillfully.

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[*] Deceased. Dr. Riggs was killed in an airplane crash in Florida not long after submitting the above tribute to his teachers for this book.

C. W. (BUDDY) RITTER

President, Ritter Investments, Inc., Las Cruces

G. L. "Gus" Guthrie is the teacher who made a difference in my life.

Dean Guthrie was a pillar in the community, the church and the University. As a business leader, he helped expand the development of our city as Chairman of Mutual Building and Loan. As a church leader, he car-pooled us to Sunday School every week. As a teacher, no one motivated me more. He had an in-depth understanding of his students.

He had the capability of making you do your very best work, offering only praise and confidence, never humiliation or embarrassment. He created an atmosphere where students wanted to come to his lectures; he always held our attention and we wanted to listen and learn. Having a very easy manner, he set himself up as a role model we wanted to emulate. He is a compassionate man whom I will never forget. In all his roles, he always seemed to have time for you—never rushed and never too busy—and this has continued throughout his life. He is a leader who inspired us.

He was thoroughly dedicated to his university—then known as New Mexico A and M. It was obvious to all he would be selected the first Dean of the College of Business Administration and Economics.

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ALBERT ROSENFELD

Prize-Winning Writer and Science Editor of *Life* and *Saturday Review*, New York City, New York

Selecting two teachers out of all of one's years of schooling isn't easy. But I'll settle for one in high school and one in college, because they made a specific difference in my life and in my choice of career (mainly as a science journalist).

Miss Harriet Plimpton was one of my English teachers at Overbrook High School in Philadelphia. She had a wonderful dry wit and a great enthusiasm for her subject. She was, for instance, responsible for my discovery that reading Shakespeare could be an enjoyable experience rather than a painful obligation. The side comments with which she peppered her lectures were often memorable—and even useful. As one example, I remember an occasion when another pupil (perhaps to gain favor, I thought, by parroting the teacher) commented upon how real and authentic were Shakespeare's characters. I said that most of his characters did not seem real to me but were rather caricatures. Miss Plimpton twinkled and said, "You just haven't met 'em yet."

One of Miss Plimpton's practices was to hand out, without advance notice, a single sheet of lined writing paper, and ask us to use that class period to write, in pencil, about some current topic of interest, confining our composition to both sides of that sheet. One could write less, but not more. It was always an exercise in both spontaneity and discipline, since we never knew when she would spring this on us, or what the topic would be.

On one of the first such occasions, she asked us to write what we knew about the Lindbergh kidnapping case, then still in the news. At the next class, she read my paper aloud and said she would like to talk to me for a few minutes after class. She asked me if I knew yet what I wanted to be, and I said I thought I'd like to be a cartoonist or illustrator, and had in fact just joined the high school newspaper staff in the hope of drawing cartoons. She said, with a gravity that impressed me, that she thought I should seriously consider becoming a writer or journalist, because she thought my brief, off-the-cuff account of the Lindbergh case, though it was restricted to the two sides of a single composition sheet, was as complete and concise a summary of the case as she had seen anywhere. That session started a dialogue of encouragement, and soon I was writing for the paper (of which I later became editor) instead of drawing cartoons for it.

It is difficult to pick a single one of a number of influential teachers at New Mexico State University (then New Mexico A&M College). I was lucky to run into Dr. George W. Gardiner as my physics professor in my freshman year. He had a wry sense of humor, and was a lucid and patient explicator of difficult concepts. He didn't like multiple-choice questions, which he regarded as part guesswork and part recognition. He wanted students to write out what they knew, to pull the information out of their heads without being given any cues or clues. He helped foster my appreciation of science. By forcing us to respond in words to essay questions, he helped me realize that I enjoyed writing about science; and that, in order to explain a concept, or simply to offer information, to someone else—in this case, the professor—I had first to understand it clearly myself.

He liked my answers to his essay questions so much that he offered me a position as part-time technical reports editor for the Physical Science Laboratory with its government contracts for projects associated with the White Sands Proving Ground. That experience, of course, enhanced my capacity to become a multi-award-winning science writer as well as science editor of such popular publications as *Life* and *Saturday Review*.

Both Miss Plimpton and Dr. Gardiner represent what really good teachers should be. For me, good teaching goes beyond a mere technical expertise in the teaching process, no matter how thoroughly mastered. The major recognition markers for truly influential teachers are, in my opinion, these: a firm grasp of the subject matter; a genuine joy in it and enthusiasm for it; and the ability to communicate their pleasure and excitement to pupils in a way that enables them to share the adventure.

DONALD C. ROUSH

Academic Vice President Emeritus, New Mexico State University

Mrs. Alexander was my teacher in fourth grade. In those formative years, I was extremely shy and unsure of myself. She must have realized my lack of self-confidence, because she helped me succeed in the tasks she assigned—more than any other teacher. As a result, I learned more in her classroom than in any one of the first three grades. Mrs. Alexander *cared* about every one of her students. We were good friends long after I completed fourth grade.

Mrs. Fox was my eighth-grade civics teacher. She believed that students learned much more about a subject by participating in class activities. For example, I took part in a class debate where it was necessary for a classmate and me to interview a famous judge in support of our position. Obtaining an appointment with the judge and explaining our purpose were our responsibilities. To this day, I can remember our visit with the judge and the interest he took in us. The experience had a marked effect on my attitude toward education. Incidentally, we won the debate. Mrs. Fox was an inspiration to all her students—we looked forward to her class with *excitement*.

ALFRED J. RUCKS

New Mexico President and National Board Member of the NAACP

I attended a one-room one-teacher elementary school at Bellwook, Tennessee, a community located about seven miles east of Lebonon and 35 miles east of Nashville. While in elementary school, I was taught by three different teachers. The teacher I feel that had the most influence on my future development was Mrs. Inez E. Webb. Mrs. Webb's concern for her students went beyond the classroom. Although she did not reside in our community, she would visit the home of each student, sometimes staying overnight. She would also visit each of the churches in the community during the school year. She made education a family and community effort. I remember her asking my father to donate his time toward the maintenance of the school building and grounds. I suppose I remember her most because of her ability to motivate me to learn.

HENRY "KIKI" SAAVEDRA

Representative, New Mexico State Legislature;
Superintendent of Recreation, City of Albuquerque

Mrs. Giesler was the best teacher that I have ever known. Of all the teachers I had during my career, Mrs. Giesler was the best. She taught two classes in the old country school which I attended and every student was able to recite poetry, basic algebra was taught, and we all knew the Spanish alphabet by the time we were through the 7th grade. Even at my age today I can recite the poems she taught. Mrs. Giesler had insight into fundamentals which are so valuable to a young student and to this day I have not met another teacher who possesses this gift.

Coach Jack Rushing at Albuquerque High School was not only a great coach and disciplinarian but also made us proud of what we were regardless of our background and ethnicity. He made me feel at all times that I was an All-American; and by working us hard in football and by being in shape, it made me acquire a certain leadership which contributed to eleven scholarships, captain of the football team, and later being at the St. Louis training camp. I think his leadership contributed to my being named Outstanding Student of the Class of '55.

ALEX SANCHEZ

Vice President, University of New Mexico, Albuquerque

The two teachers who had the greatest impact on me were Dr. Claude Dove and Dr. Darrell Willey. They were not only good teachers but were interested in me as a person. They helped me expand my horizons and think about things I hadn't thought about before, things that were outside my immediate influence. I changed my career choice after knowing them.

GILBERT SANCHEZ

President, New Mexico Highlands University,
Las Vegas, New Mexico

Murray J. Isaacs, history teacher, Belen High School, 1955–1957, had a major influence on me for higher education and career aspirations. I really didn't learn much history from him, at that age not being very interested. However, Mr. Isaacs never stopped believing in me. He always felt that somewhere in that "rebellious" brain there was something that would eventually inspire and motivate me. Whenever I fell on hard times, I would always remember his urgings and support. It kept me going!

Dr. Eugene Staffeldt was my favorite biology professor at New Mexico State University (1957–1961); he also influenced me. I went to NMSU (then A & M) thinking I wanted to be a high school biology teacher. Dr. Staffeldt thought I could do more; he believed I could be a scientist and convinced me of such a notion. His urging and belief in me motivated me into a B.S. degree in biology and eventually a Ph.D. in microbiology. I've had an excellent career in science and scientific research because of Dr. Eugene Staffeldt.

JERRY SANDEL

Representative, New Mexico State Legislature;
Oil Well Servicing Business, Farmington

Mrs. Louise Lyon of Farmington (New Mexico) High School was the type of person who earned much respect from her students. If you did a good job, she recognized you. If you did a job below your standards, she would remind you of your ability.

Mrs. Lyon was willing to spend as many hours as necessary to help you learn. She was not a clock watcher.

She was a true teacher. If you did not want to stay in class and learn, she would send you home. She was a big factor in helping me grow up and mature.

Mrs. Lorene Black, also at Farmington High School, was a very dedicated teacher who tried to help her students understand the subject. She taught English. She would encourage outside activities and help you make up classwork even if it required after school hours. With her understanding, I became involved in extra school activities and still passed her class. I am sure the extra activities helped prepare me for my political career.

LOUIS SARABIA

Director, Chicano Programs at New Mexico State University

Dr. Lynn I. Perrigo, New Mexico Highlands University, was a gentleman in the truest sense of the world. He was patient, courteous, honest in his criticism and truly believed in the self-worth of his students.

Dr. Perrigo taught several classes in which I enrolled and also directed my thesis. His encouragement was invaluable. The time and effort which he was willing to give me were far and beyond what was actually required. After finishing my B.A. degree and leaving Highlands University, Dr. Perrigo called me several times to see how I was doing as a teacher, to offer assistance, and to encourage me to attend graduate school.

As a graduate student I saw him at least once a week at his insistence. Looking back, it was probably those weekly sessions that kept me going when I became discouraged or lazy. I knew I had to have something to show him each week; consequently, I had to study. In addition, when I needed assistance from other faculty members, Dr. Perrigo "ran interference" for me. He explained the assistance needed and even set deadlines for other faculty members for me.

I have yet to hear any criticism of Dr. Perrigo. He was "tough" but fair. He never criticized in a negative manner; rather his critiques took the form of "this is good, but it could be better." He didn't demand excellence; he expected it. He let us know that he felt we were capable of excellence.

Dr. Perrigo led by example. He never missed class, was always prepared, kept office hours dutifully, and was never too busy for students, regardless of whether or not the topic had anything to do with class matters. I remember discussing an impending marriage, child care, fishing and other matters with him. My favorite memory is of Dr. Perrigo walking to his office (he always walked), wearing a black coat and hat, pipe in his mouth, and snow falling.

I consider him to be one of the finest persons I have ever known and I have tried to show the same concern for others which he demonstrated toward me.

RAY SAUCEDO

Principal, Mesquite Elementary School, Mesquite, New Mexico

Mr. Art Alba, distributive education teacher at Stephen F. Austin High School, was the first teacher who did not judge me by my appearance. He was very positive in his attitude toward me. He was constantly complimenting me and encouraging me to go to college. I will always remember him for his positive support throughout my high school years. It is a shame though that he is not teaching anymore. He left the profession for a higher salaried job.

ABBY LEWIS SEYMOUR

Actress, New York City, New York

Am I permitted to name seven teachers?

1. My mother, Edith Weymouth Lewis. Before she married my father, she had been a teacher. She not only tutored me, my sisters and brothers but the neighborhood children as well (many children need help outside the classroom).

Her teaching was on a one-to-one basis, the best teaching that is done. She never left a subject "un-understood". If it took weeks, no matter. She left no blocks to stumble over in the future. A foundation well laid is the most important of all *musts*.

2. My father, the Reverend Hunter Lewis. His teaching was of a special kind: he taught by example, a way of life. He also taught by talking about the Scriptures. This "oral" method of teaching set the stage for us later in life at college. The lecture method was not strange to us as it is to many stepping from high school into college.

3. Mrs. D. S. Robbins, teacher of typing, shorthand, and bookkeeping which she taught well. But her crowning glories were her lectures about anything and everything. She'd stop the class and lecture. I don't remember what cued her in but she was fantastic. She gave us a point of view about life that we got in no other way.

4. Evelyn LaCrone, Gunston Hall in Washington, D.C. She taught private expression and Shakespeare. Her gift was the gift of helping students know how to stand "out there" alone, making yourself felt and heard and believed. And the other gift was of Shakespeare, the greatest gift in the literary field next to the Bible. She made me unafraid of Shakespeare as my father made me unafraid of the Bible.

5. Professor Breland, English Department, New Mexico State University. He gave us the gift of culture. He did very little lecturing. He made us do the work. Majors in all fields—engineering, agriculture, the arts—all majors owe Professor Breland a great debt; no matter what the major one must have—*must have*—culture.

6. Lee Strasberg of Actors' Studio fame. He gave me the gift of insight into life. He said, "You are a good actress. You reproduce what you see, *but you do not see*. You must learn observation." He put me on the platform for weeks and weeks and weeks doing scenes. He made *me* find my lack and my wealth. He opened up the outside

world and my inside world. Then and only then, he lectured to "do" comes first; to criticize comes second.

7. David Craig, a well-known audition teacher specializing in singing. He taught me how to see myself realistically. He said, "Abby, you can't play anything but mothers!" I turned to him and uttered, "Thank you, David Craig, for a million dollars. There are beautiful mothers, sick mothers, mean mothers, neurotic mothers, crippled mothers . . . " I walked away with the gift of a Madonna Image. And I'm well on my way to a million dollars with it.

The hand that rocks the cradle may rule the world, but the teacher is a close second. Every day of my life is "in celebration of the teacher."

Milton Shelton

Principal, Alameda Elementary School, Las Cruces

There are two high school teachers that I believe made a definite contribution to my early years. The first was the Senior English Teacher at Santa Fe High School who had the ability to communicate to us her appreciation for good literature. Through her, I learned to appreciate Shakespeare, Shaw, Shelley, and Keats. In retrospect, I believe she was able to do this by enthusiasm, skills in her subject area and the ability to help us realize that if we become interested in the subject we would be better students and more rounded individuals.

The second teacher that I vividly recall helping me was our basketball coach. I never heard him raise his voice in anger but rather kept a "low key" approach with the young men who were learning from a master.

He, like the English teacher, had outstanding communication skills, great knowledge of the game and made us have his outlook on the sport—that of winning is nice but we should always keep in mind that as either winners or losers, we should maintain the outlook that it was, after all, just a game.

In later years, I still appreciate reading good literature, am critical in my approach to writing (both my own and others); and in dealing with students, I believe in the "low key" approach.

Young people make mistakes and these two former teachers realized this and molded us to become, I believe, better adults as a result of their skillful teaching.

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JOHN SHEPARD

Vice President for Instructional and Student Services,
New Mexico Junior College, Hobbs, New Mexico

Dr. C. C. Colvert at the University of Texas introduced me to the philosophy of the full-service community college and served as a role model as a teacher while I was a graduate student and research associate at the University of Texas from 1954–1960. He has served as my mentor for twenty-five years as a community college teacher and administrator.

Dr. Nelson Tydings, former President of New Mexico Junior College, has served as one of my role models as a public servant and educator for the past fifteen years.

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CYNTHIA S. SMITH

Mathematics Teacher, Eisenhower Middle School,
Carlsbad, New Mexico

Bill Riley at Mayfield High School in Las Cruces was an authoritative man with tremendous compassion for his students. He demonstrated professionalism with his faculty as well as his students. He was very knowledgeable in his subject matter (mathematics) and enthusiastic in his instruction. He was creative in discussions and completely fair in evaluating students.

Mr. Riley's valuable influence was felt by students during time spent with him outside of the classroom. He sponsored many school activities and welcomed students who wished to visit with him and his family at home. He paid his students a special compliment by sitting with interested groups in the cafeteria at lunchtime, rather than isolating himself with other faculty members. During those times, he shared the wisdom of his experience and helped guide struggling adolescents to sort out new ideas. Bill Riley was voted Teacher of the Year in 1978. He is fondly remembered by many students and has been a role model for my own teaching.

DAN SOSA, JR.

Senior Justice, Supreme Court of New Mexico, Santa Fe

The teacher who made a difference in my life was Ms. Louise Morehead who taught at Las Cruces High School in the '40s. Ms. Morehead was an alert, compassionate and articulate teacher of English and public speaking. She encouraged my participation in public speaking and was the type of teacher who made every student believe that he really mattered to her. She was involved with every student in her classroom and was always encouraging. Though there are other teachers to whom I can point with pride, I believe Ms. Louise Morehead is the one who most impressed me and made the most difference in my life.

JACK STAHL

Lt. Governor, State of New Mexico

Oliver D. Neece who taught physics at Highland High School in Albuquerque had a unique sense of humor in that he could crack an occasional joke, laugh at himself, but never let the class get out of control. He offered seniors in the class the opportunity to accompany him to a college-level meteorology class that met evenings at the University of New Mexico. This introduction to higher education inspired me to attend UNM and to obtain a B.S. in Education degree (science major).

Verne Laterman taught two grades of approximately 16 to 20 students each in one classroom at Elkhart (Illinois) Elementary School. He also served as school principal and basketball coach.

He was a strict disciplinarian and spent a good deal of time with spelling and grammar. We had a daily spelling quiz.

I was an average student all through high school. I have three daughters and they were all honor students in high school. I still have to help them with grammar, proper tense, incomplete sentences, and the like.

Mr. Laterman left me with a gift that I deeply appreciate. All of my children somehow avoided the privilege of a Mr. Laterman for a teacher.

* * *

ROBERTA STAUDER

School Board Member, Navajo Lodge, Coolidge, New Mexico

William Arnie and Carleen Farnam at Gallup Senior High School were very positive teachers. They knew the subject they taught and the instruction we received was very much like what we received later on in college. They expected much of their students, were strict but respected. I was well prepared for psychology and biology. It was because of their encouragement that I did go to college.

Mrs. Mathewes at New Mexico State University taught me clothing and home management. She prepared me for the life I now lead as a housewife and homemaker. There probably is not one day in my life that goes by that I do not do something she taught me so I think of her daily. I was well prepared to teach home economics. This preparation has also helped me to become a better school board member realizing the importance of vocational education as well as the academics.

It was probably Mrs. Mathewes' influence as well as the entire staff in the Home Economics Department that led me to be a totally dedicated housewife and mother, a career I feel should not be slighted. My husband and I have raised three fine children, two who have and are furthering their education and one still in public school.

J. PAUL TAYLOR

Representative, New Mexico State Legislature; Former Associate Superintendent for Instruction, Las Cruces Public Schools

Teachers—the memorable ones.

Names of memorable teachers come pouring out of my past. It seems the name of everyone who ever taught me is there—the decisive and strict ones, the gentle encouraging ones, those who provoked thought through some stinging means. I don't remember one who didn't exercise love and patience and kindness in a particular way, who wasn't concerned about what we learned and set about the task of teaching us.

The challenges were there in the 1920s and 1930s as they are today. It was a different rural setting then, though, in the Mesilla Valley of New Mexico. Elephant Butte Dam had been completed, more bosque land was being cleared, the drainage ditches which carried off the high water levels had been dug, some farmers were beginning to move from horse-drawn machinery to the tractor. The depression and the shortened school year, the dust bowl and added poverty, the movement of people seeking a better life on this side of the U.S.-Mexican border—all these were part of the era and were manifest in the rural environment of the times and in how teachers worked with students to let us know that there was hope and that what we learned at school would help us one day.

It seems, as I look back, that every teacher contributed in some special way in bringing together school, which was here and now, and the life that it could bring, which sometimes seemed so far away. That's why it is very difficult for me to name a single or even two or three teachers who most influenced my life. But there are always a few who seem to stand out, all of them reminders that teachers are purveyors of kindness and care as well as purveyors of knowledge:

—Mary Lou Rath who deepened my interest in history when I was a fifth grader. In a multi-grade classroom she found time to discover every student's interest and she asked the right questions which spurred us on to search out answers to them. I remember how she would ease in beside us in those old desks on runners to work with us. I remember how gently she spoke and how we then modeled her gentleness as we worked together in the classroom. All she was then in Chamberino School was reinforced when I observed and practiced under her as a student teacher at New Mexico State University twelve years later. It was Mary Lou Rath who was always there to give me support when times were tough as I later became a first-year teacher at Mesilla Park School. She is surely one of the great teachers of all times.

—Kerthel Ansley who seemed to have always assumed the role as champion of the underdog. She nudged, prodded, got cranky with, and often threatened kids into self-respect and their ability to do for themselves. When the county school system was on the brink of financial disaster in 1932, she was transferred to another school in the middle of the school year and our sixth grade was crowded into another classroom. She dropped me off at the farm the day she left and I crept behind a bush to cry. It was then that I realized her impact on me as a student. Later when I taught sixth grade at Mesilla Park School, I taught with Kerthel Ansley. She taught seventh grade and received those students who could best profit from her unique touch.

—Eloie Bradshaw was a Phi Beta Kappa from the University of Colorado, a history major who taught English at the time I attended Valley High School (now Gadsden High School). Mrs. Bradshaw made literature exciting by not just her love for it, but also by presenting it in the context of time and place. Thus at every applicable opportunity, marvelous experiences in history were afforded us. (A couple of years ago a Las Cruces High School history teacher was given English teaching assignments. She expressed concern about leaving her favorite discipline. I told her about Mrs. Bradshaw and how her knowledge of history had provided such an exciting backdrop for her literature classes. She was back in a couple of months expressing pleasure in repeating Mrs. Bradshaw's successes.) But the role of a teacher does not always end at the classroom door. The local board policy, when I was in high school, prohibited having dances on school property. Mrs. Bradshaw and her husband, not wanting the country kids from Valley High to go out into the world without the social grace of dance, opened their home to regular dance sessions.

—Mildred Bogart Hill who helped provide me with skills to work my way through college. Mildred Bogart was the commercial teacher at Valley High. She was also sponsor of the journalism club and I was editor of the school's small mimeographed paper called the *Valley High Booster*. Miss Bogart was one of the nudgers and doers—

> You can bring up your typing speed and this is how you do it . . .
> What employer would accept a shorthand transcription like that?
> We're trying to provide information to your high school friends and

> provide readable material and good sentence structure at the same time; now does this story for the *Booster* do that? . . .

That funny little school paper which Miss Bogart and the journalism writers turned out taught us a lot about writing. Miss Bogart took us out of our narrow valley province to New Mexico State Teacher's College (Western New Mexico University) at Silver City to participate in Career Days—a big jaunt for country kids at that time. But the really great experience was Eleanor Roosevelt's arrival in El Paso and her announcement of a press conference for journalism students. While only one student from other high schools were admitted to the conference, Miss Bogart was able to "con" the professional press corps into admitting the whole ragged bunch of journalism students from Valley High into Mrs. Roosevelt's press conference, a memorable experience arranged by a memorable teacher.

The extra effort that teachers put forth for kids and their dogged determination that we could make a special niche for ourselves in a somewhat shaky environment, their nurturing of our particular attributes, their gentle touch at just the right time and their apparent love of teaching us—all these have been qualities of my many memorable teachers.

* * *

MARY L. THOMPSON

Representative, New Mexico State Legislature;
Electronics Engineering Technician, Las Cruces

When I first met Mrs. Johnson in Lawton (Oklahoma) Junior High School, English was a weak subject for me. I was in seventh grade. She made us see the importance of correct English and dragged us kicking and resisting the whole way to a reasonable skill level and brought us up to speed, so to speak. She had a flair, a real spark for making correct English exciting.

I was lucky to have her again in the ninth grade. She built on the seventh-grade base and added to it. Mrs. Johnson brought us up to such a level that even college English held no new information. Over the years (since 1953) I may have forgotten some of her teachings but in my mind I have always appreciated her dedication to teaching and to English.

As for another teacher who made a difference, Mrs. Helen Carney was in the Math Department in the Engineering College at Cameron. I entered engineering with none of the background my fellow (all male) students possessed. Whether Mrs. Carney was merely pleased to have a female student finally or was sympathetic to my desire to achieve, I will never know. She did, however, make herself completely available to her students and especially encouraged me to take advantage of her knowledge at any time. She tutored me in her home, when she was babysitting her grandchildren or over the phone. She led me to see the logic of mathematics, of how to approach a problem, to turn it, to worry it until its shell broke away and the meat of it was exposed for solving.

Her willingness to labor so over one who probably, on the surface, bore little promise has been a real lesson to me to avoid judging people hurriedly. I should add that the effort she exerted made me eligible for the scholastic honorary at Cameron College.

Clyde W. Tombaugh

Discoverer of the Planet Pluto; Emeritus Professor of Astronomy,
New Mexico State University

Miss Susie Szabo who taught geography and history in grades 5–8 in Heenanville School in Illinois was an excellent teacher. She knew her subjects very well. I was particularly fond of geography. She knew that and was very encouraging to me in science and history studies. It was from her that I grasped the meaning of "excellence" in knowledge. She knew that I loved astronomy.

I visited her in a nursing home in Streator, Illinois, two years ago, a year before she passed away.

Miss Vera Lohrman was also a wonderful teacher and knew her subject well. She taught ancient history at Streater (Illinois) High School. The study of ancient people, the rise and fall of many empires—Egyptian, Persian, Greek, Middle East, and Roman—fascinated me. They could not survive affluence.

I have always been a lover of history. It gives one a wonderful perspective on our relationship to civilizations. Indeed, it is rather shocking that civilizations have been in existence for only a few thousand years. Under present very rapid trends, what will the Earth be like in another few hundred years?

SOLOMON D. TRUJILLO

New Mexico Vice President,
Mountain Bell Telephone Company, Albuquerque

The teacher/professor who impacted me the most was a professor by the name of Frank Riley, Professor of Finance at the University of Wyoming. Frank was a professor who took the time to know his students not only in class but away from class. He took a personal interest in us and worked *individually* with *each* student's strengths and weaknesses. Personal attention seemed to stimulate the whole class that he taught, which resulted in everyone being prepared and knowledgeable.

Thinking and the thought process were important. He stimulated that not by emphasizing dates, places, times, and the like but by discussing concepts and the why's and how they came about. He challenged us to address new concepts and to look at old concepts in new ways. I never studied for an exam in his classes because of his style and ability to teach without requiring memorization like most others. This has become extremely valuable to me in my business career in learning the jobs I have had as well as addressing and thinking problems through.

The other teacher I can refer back to was my third-grade teacher in Cheyenne, Wyoming. Although I can no longer recall her name, I can still picture her as a teacher who cared. She knew *each* of us and motivated us by touching the "hot buttons" of each of us individually. She sensed even then that I was a competitive person and played to my interests by creating games in the classroom in math, science, spelling and reading. Although many teachers do this, she did it in a way that was fun for all, including those who were not the fastest or the best. She found other ways to motivate those who did not excel in the competitive or game environment.

The common factor that I feel was essential to those who impacted me the most was their ability to take a personal and individual approach to the student. In all probability, it took more time on their part but it was reflected in the quality of their work.

William R. Valentine

Senator, New Mexico State Legislature; Dentist, Albuquerque

In twenty years of education, I have had so many fine teachers and professors that it is extremely difficult to narrow it down to two. The first I would mention is Mrs. Griffin, my fifth-grade teacher at Lincoln Grade School in Clarendon, Pennsylvania. She was very strict but fair. Mrs. Griffin was extremely dedicated to her profession and worked hard to educate every student and there were over 35 of us in her semi-rural classroom with very divergent socio-economic backgrounds and I.Q.'s. This was before they had special education programs so there were retarded students all the way through probable geniuses.

I was somewhat of a cut-up in school probably to seek attention and/or because I was bored. She was the first teacher who really disciplined me (sometimes physically) and stimulated my learning. She also was very interested in politics and government (maybe that is where I got my interest). We elected a mayor, town council, sheriff, and other officers on a monthly basis to govern our classroom and discipline offenders. I was elected the first mayor. I think that leadership and responsibility stimulated me and improved my attitude and also made everyone in the class feel a certain responsibility.

We also had a monthly talent show where we all designed and put on an act, either individually or in groups. Sometimes it was someone telling jokes, playing an instrument or some such talent. I felt this helped develop poise, get rid of some of our stage fright, and give us self-confidence. This was pretty unusual for a country school. All in all, this woman taught me discipline, respect, and self-confidence, and may have got me started in politics. She was dedicated and innovative.

The second teacher I want to mention is Mr. Fales who taught eighth-grade social studies at Warren Area High School, Warren, Pennsylvania. Eighth graders were probably one of the most difficult groups to teach. They don't know whether they are children or young adults and their behavior and dedication to learning usually reflects this. Again, he was a good disciplinarian, but *not* physical; he used peer pressure by letting the class decide what would or would not be acceptable behavior. The class also decided on the punishment, which was usually unnecessary since he was so interesting when teaching social studies.

Mr. Fales was extremely interested in current events and encouraged the students to be the same by presenting current events topic reports each day. He also had "dress up days" when we got our lowest grade erased if we "dressed up". (I think students in mid-school like to "dress up" and want to; they just need an excuse).

He also taught us a great deal about fine arts and classical music, somewhat unusual for a country social studies class.

All in all, I feel Mr. Fales was dedicated and encouraged student participation (we did most of the work). I believe I learned a great deal about life from him while still learning the required material.

* * *

BONNIE VOTAW

Director of Secondary Curriculum,
Las Cruces Public Schools, Las Cruces

High school was a developmental stage for me, a time when I was very open to the excitement of ideas. I had a particularly challenging English teacher, Mr. Max O. Davis, who was personally charismatic, who introduced new thoughts, ideas, and gave rigorous assignments. I remember him talking about altruism and hedonism—we were really ripe for such a discussion at that point. There was so much moral value in that kind of education.

It's a shame—today we're so afraid of that in the classroom. I always knew I would be a teacher. I had good teachers and that's why I wanted to be one, too.

* * *

LEON WAGLEY

Professor, College of Agriculture and Home Economics,
New Mexico State University

Ms. Mildred Solomon, high school English teacher at Forrest High School in Forrest, New Mexico, made the difference in my life by recognizing that the lives of adolescents are uncertain, unstable, and unorganized. She helped me to identify definite goals and to work toward these goals. Mildred Solomon was a leader and a friend—both in and outside the classroom. She treated us in ways that earned our respect and confidence. This teacher was always dressed appropriately. She felt that physical appearance was part of the teacher's professional image.

Dr. J. V. "Josh" Enzie, professor of horticulture at New Mexico State University, was a great teacher. In my opinion, one of the things that made him great was his obvious preparation for class. He prepared and always delivered an interesting lesson. He was respected as a top teacher. It seemed to me that Dr. Enzie could kindle and fulfill a need that every student brought to class. To my knowledge, he never showed favoritism. His fairness was obvious to all of us. Dr. Enzie humanized the classroom. All of us felt he cared about us as human beings.

Professor Carl G. Howard, Head of Agricultural Education at New Mexico State University when I was in college, made a real difference in my life. To me he was a clarifier of abstractions and an agent of change. He seemed to look at the whole educational process in a totally different and new way—a way that I could understand. He was my friend.

EVERN R. WALL

President and Chairman of the Board,
El Paso Electric Company, El Paso, Texas

Dr. Melvin A. Thomas, Dean of Engineering at New Mexico State University, had a great influence on my career and, particularly, on my decision to complete my education in electrical engineering. When I was a sophomore at New Mexico State, I was married, had one child and no visible means of support. Phyllis and I were extremely poor students—poor in terms of no funds to extend toward our education; therefore, it was imperative that I work during those very lean years. The El Paso Electric Company offered me a job as a co-op student or, essentially, a part-time student, and we were able to keep body and soul together while attending college.

Dean Thomas, on the other hand, was not very happy with my relatively poor grades and the fact that I was forced to work. He indicated to me on a number of occasions that I should extend a great deal of effort toward my studies so that the citizens of the State of New Mexico not waste their investment on my education. Because of the need to work, I flunked out one semester and, of course, took the usual trip to the Dean's office. Dean Thomas and I discussed very seriously my future at the University. He challenged me in every regard and did everything but insist that I quit. It was a very difficult time in my life. However, once I had made the decision to stay with my studies, Dean Thomas was so supportive and so helpful, and was the reason that I proceeded with the challenge of obtaining my degree in electrical engineering.

The second teacher in my life who was a great influence was Dr. Donald Crosno. Dr. Crosno was professor in at least one-half of my electrical engineering courses. He was a constant challenge to my intelligence. He would insult us, embarrass us—anything to make the students realize the importance of doing good work. Dr. Crosno had no patience with mediocrity and intended that the engineers he graduated be among the best in the nation.

Ginita Wall

Certified Public Accountant, Wall, McKeag & Co., Las Cruces

From the very beginning, I was quite certain I hated school. Manuela Crosno changed my mind. She was my third-grade teacher with a roomful of rowdy, exceptionally bright students. She encouraged our creativity by helping us publish a regular newsletter for which we wrote articles and poems, drew pictures and graphs. She brought a world into the classroom to which many had not been exposed—the world of literature. As a class, we read *The House at Pooh Corner*, Thurber's *The Wonderful O*, *Charlotte's Web* and many other books we probably wouldn't have been exposed to at such an early age. When we had questions she couldn't answer, she loaded us into cars and took us on field trips to meet with people who could satisfy our curiosities. She was truly a delightful teacher who taught me many things. But what she taught me most was that learning wasn't just books; the best lessons could be learned through creative listening. Mrs. Crosno truly made a difference.

There were several other teachers I really liked: Ann Goode who made history come alive and showed me that history was real people involved in real events; H. E. Alexander who showed me that chemistry had real application in our daily lives; and William Zellefrow who showed me how to read literature, not just skim the surface. But the second teacher to make a real difference in my life was Erma Adams, my accounting professor at Antioch College in Yellow Springs, Ohio.

I had never met a woman like Erma Adams. She was a true trailblazer before feminism was popular. She had been the first woman Certified Accountant in North Carolina and several times had been denied the certificate although she had passed the CPA examination and had fulfilled all the qualifications. She had worked in industries in which women were unheard of; and she made it clear to me, her only female accounting student, that I was to be a standard-bearer for women in accounting when I graduated.

Women were still not common in the public accounting profession when I began my career (only 2% of the CPA's in the nation were women when I graduated), and I often thought of Erma's encouragement as I made my way in the world of public accounting. She told me I had to be the best there was to show the world what women could do.

Erma died a decade ago at the age of 48. God bless her, I have always tried to be the best. Erma Adams, this career's for you.

Margaret (Meg) Wente

Educational Conference of New Mexico,
Project Chairperson, Albuquerque

My life has been most influenced by my grade-school teacher and my major college professor in history. Both emphasized thorough acquisition of facts and figures and full use of the skills to examine and manipulate that knowledge.

As my childhood was spent far from American shores and deeply surrounded by primitive cultures, my grade-school teacher, Lelia B. Baker in the Belgian Congo, inevitably had both an overwhelming responsibility and an unusual opportunity for my total education. She met this challenge with years of thorough tutoring which gave me a broad, solid base in all areas of scholarship. (She said she would try to make up in thoroughness what might be missing in singleness.)

Always her standards were high, her encouragement constant, and her willingness to teach once again until mastery was achieved was axiomatic. Loving concern, patience, and firm confidence in her pupil resulted in a trained mind that welcomed advanced schooling. I have thanked her all my life for that confidence and eagerness to learn.

Professor Paul Miller at Hiram College imparted to his students his standards for thorough knowledge, accuracy, and skepticism in evaluating the way others assembled history. He taught his students to learn the facts, checking them carefully. He taught his students to arrange those facts into useful periods, cycles, and historical perspectives.

Prof Miller taught his students to interpret and examine for themselves what others had said and done. After studying with him, it was impossible to accept passively the easy information of our day. One had to use the mind actively to learn and evaluate and search and synthesize. That is true education.

HAROLD WIGGS

Owner and Manager, Wiggs Appliance Company, El Paso, Texas

During my college experiences, I remember Professor G. L. Guthrie, later Dean of the College of Business at New Mexico State University. He was a warm, friendly, caring person. You always felt he was available to help you in any way you needed and he made learning an enjoyable experience. He gave you a sense of importance as an individual and made you realize that education was an important tool to use during your entire future.

Another Professor, G. R. Hamiel, also comes to mind. He had a twinkle in his eye, a tremendous sense of humor but you had the feeling he expected the very best you were able to give and you were compelled to give it. In my business experience over the past 45 years, these men had a great influence on my performance and behavior as a businessman.

MARIE LOUISE ARMSTRONG WIGGS

Teacher and Housewife, El Paso, Texas

Miss Margaret O'Loughlin was one of my teachers in home economics at New Mexico State University—a gentle, quiet, exacting lady who was an absolute perfectionist in all she did. She was a perfect teacher, always prepared, always clear and understandable in her presentation. She made you feel that to be anything less than the perfect student would not be acceptable. She had a great deal of influence on my life as a teacher, wife, mother, homemaker. I've always tried to live up to the high standards she set for herself and her students.

Let me characterize teaching as a process of planning and implementing environments which will facilitate learning. Students are different. A presentation which helps one student learn may be an obstacle to another . . . Educational technology has tremendous potential for dealing with many learning difficulties students encounter. Outside forces will probably give (new technologies) a major role in higher education no later than the turn of the century. We can choose to let it drive us, or we can drive it. I choose to participate in trying to maximize the effectiveness of these new technologies.

—E. Scott Urquhart
Professor of Experimental Statistics
Westhafer Award for Teaching, 1987

Good teachers possess interpersonal skills which increase their effectiveness with students. M. Dale Alexander, chemistry professor, New Mexico State University, with graduate student Pat Rodriguez.

PART III

THE FINDINGS AND SUMMARIZATION

What did we find thematically from what was written by our contributors in the preceding section? The answers lie in the following pages.

One way to discern what characteristics outstanding teachers possess is to ask a select group of peak professionals about themselves, professionals recognized by peers and supervisors as exemplary. What qualities do such teachers see in themselves as leading to their effectiveness? Another way is to ask former students what they recall most appreciatively about the outstanding teachers under whom they studied. We followed the latter approach, the results of which are richly expressed in Part II by our contributors.

In the section which follows, we relate our findings to research results from a study based on the approach of asking excellent teachers about themselves and their practice. A brief summary of our data with observations concludes this part. An Epilogue following it contains our own tributes to teachers who made a decided difference in our lives and to whom we dedicate this book.

. . . I think teaching is a moral kind of endeavor. Most of us who teach do not tend to deny that we hope to make the world a better place. There is a missionary feeling or motivation behind us we do not often speak of.

—Philip L. Hosford
Professor of Education and Mathematics,
Westhafer Award for Teaching 1971

THE FINDINGS

This book contains the recollections of 137 people whom we asked to describe briefly the two teachers in their schooling who had had the most influence on them—teachers who had made a difference. The respondents in almost all instances were university educated so their "world of teachers" spanned the early grades through college and, in some instances, graduate school. In short, they had a great many teachers.

Most of our participants have held leadership positions. Some are homemakers, several are retirees but were educated to maintain positions in one of the professions, in business and industry, in the arts, or in politics. Most are either currently doing so or were so engaged in their careers outside the home. Most have attained either local or regional eminence; several are nationally, even internationally renowned.

We suggested in our request to these people that perhaps they would want to describe a teacher they had from their early school days and one from their college years but left their options open to write about teachers at any level whom they felt were unusually significant in their lives. A few wrote about three, four or more. Robert O. Anderson responded by writing about teachers in general. In cover letters several told us how difficult it had been to limit themselves to a select few; they expressed gratitude to a great many teachers from their past and lamented the "assignment" of picking the two most outstanding.

The respondents in this study constitute about half the total invited to participate. As for those who did not respond, we surmise many were too busy for the task. Also, some may have been reluctant to participate knowing their contributions were to be published; they may be among that horde of individuals who self-consciously feel incapable of producing publishable prose. Only two people responded to our request by saying they never had a teacher who had made a difference in their lives.

In all, our respondents, whose tributes appear in Part II of this book, described a total of 249 teachers who could be categorized as either elementary, secondary, or college by educational level. The number 249 includes some duplications; a few of the same teachers and professors were saluted by more than one respondent. (Mark Medoff's teachers, whom he honors in his essay in Part I, were not included in this count nor in the analysis herein.) In addition, several other "teachers" were described but were not teachers the respondents experienced in their own schooling. One person wrote about a teacher her son recently had. A colleague of one contributor was described; another gave tribute to his boss. One man described his wife as his most influential teacher; several elected a parent to this role. In a few cases, the parent also had been the respondent's teacher in school for a year or more and could, therefore, be categorized by educational level. Administrators by some respondents were named. Those eloquent and instructive tributes to teachers outside the classroom are included in Part II of this book; but those "teachers" who could not be specified by level were not included in the analysis that follows.

Educational Levels

Of the 249 teachers described by our respondents, 45 or 18 percent were from the elementary years (grades 1 through 6). No kindergarten teacher was mentioned, which could be expected from our survey group, most of whom started to school before publicly supported kindergartens were prevalent. All but five of the elementary teachers were women and approximately one-fourth of the 45 were "first teachers" in the lives of those respondents. They were described as either a first-grade teacher or a teacher the respondent had had in all the early grades of a rural school education.

For this study, secondary school includes grades 7 through 12 (junior and senior high grouped together). Of the 249 teachers described herein, 71 or 29 percent were at the secondary level, slightly over half of whom were women. All together, nearly half—47 per-

Many people are convinced that teaching is an art and have concluded that it is beyond systematic analysis. I accept the artistic and purely personal quality that is associated with great teaching; but I also believe that the majority of our teaching can be analyzed systematically.

—Edgar W. Garrett
Professor of Communicative Disorders
Westhafer Award for Teaching 1975

cent—of the 249 teachers were remembered from the pre-college school years (elementary and secondary combined).

Of the total, 133, or 53 percent, were college teachers; of these, 107 were men, 25 women. In one response the gender of the professor was not mentioned. It should be borne in mind that the respondents in this study are established professionals well into careers or already retired. Therefore, they attended college at a time when far fewer women were employed as professors.

When taken as a total group, the distribution by gender was more even: 142 or 57 percent were men; 106 or 43 percent were women. (To reiterate—the gender was unspecified in one case.) Almost all of the college professors taught at the undergraduate level; only 17 or 13 percent of the 133 were described from graduate school days. However, many of the respondents did not attain graduate degrees.

Academic Areas

In almost all instances, it was possible to discern what subject-matter fields the secondary school teachers and college professors taught. Most frequently mentioned at the secondary level was English (language arts) by a wide margin; 22 of the 71 taught in this academic area, which included literature and grammar, speech, and journalism. English teachers are in greater incidence than other teachers herein perhaps because their field is often the most required among curricular offerings. Then, too, they deal with interpretations of life through literature and receive from students interpretations of their own lives through personal compositions; so perhaps English teachers have a greater opportunity to become close and influential in the lives of their students. The other most frequently mentioned fields were social science (9 teachers), mathematics (7), and four teachers each in the following areas: Spanish, science, and

> *. . . All teachers, in order to be effective, must believe their field is of primary importance.*
>
> *—Simon F. Kropp*
> *Professor of History*
> *Westhafer Award for Teaching 1963*

coaching. Fewer than four teachers were mentioned in the other subject matter areas.

At the collegiate level, English was again the most frequently mentioned academic field—18 of the 133 professors, followed by engineering (15), business (14), education (14), and social science (14). Almost all other fields were stated by at least one respondent (e.g., agriculture, foreign language, mathematics, philosophy, psychology, science). Most of all, it can be seen that a sizable proportion of the professors about whom recollections were written were from professional schools (such as business and engineering) within their universities.

Characteristics of Remembered Teachers

What have our respondents said? In their recollections of memorable teachers, what specifically did they remember *most* about them? To answer these questions—to find patterns within the profusion of praise in Part II of this book—we relied on the work of Roueche and Baker of the University of Texas, reported in their 1986 publication, *Profiling Excellence in America's Schools*. We analyzed each of the 249 descriptions of teachers in our study by adherence to a conceptualization set forth in that publication about the characteristics which excellent teachers exhibit. Our findings are reported according to (a) three broad classifications and (b) twelve specific themes used by Roueche and Baker in their book. In a sense, these structural elements constitute the "architecture of teaching." This structure is consonant with ideas expressed by our essayists in Part I. The conceptualization embodies major points set forth by them.

As a result of their personal research and a selective review of the literature on what makes for exemplary teaching, Roueche and Baker concluded that characteristics of excellent teachers cluster around twelve themes. And these twelve, in turn, fall under what they term an "organizational umbrella" made up of three broad classifications which likewise characterize superior performance: (a) *motivation*, (b) *cognitive skills*, and (c) *interpersonal skills*. Roueche and Baker derived them from the work of Klemp (1977), who concluded that these three basic factors were present in highly successful people working in all occupations, not only the teaching profession. Figure 1 includes Klemp's three overarching classifications with four themes shown under each category as developed by Roueche and Baker.

FIGURE 1[*]

Characteristics of Excellent Teachers

Motivation	Cognitive Skills	Interpersonal Skills
Commitment	Individualized perception	Objectivity
Goal orientation	Teaching strategies	Active listening
Integrated perception	Knowledge	Rapport
Reward orientation	Innovation	Empathy

[*] Derived from John Roueche and George A. Baker III, *Profiling Excellence in America's Schools* (Arlington, Virginia: The American Association of School Administrators, 1986), page 89; G. O. Klemp, Jr. "Three Factors of Success." In *Current Issues in Higher Education*, pp. 102–109. Edited by D. W. Vermilye. San Francisco: Jossey Bass Publishers, 1977.

The elements in Figure 1 are defined throughout the remainder of the last section of this book. Following the definition of each theme, we present our findings relative to the frequency with which that theme was mentioned by respondents as we perceived and classified what they said. Then we include a few selected quotations from commentaries which in our judgment exemplify how these people wrote about each theme in their recollections.

The themes are not mutually exclusive but are highly interrelated. However, they lent themselves well as separate entities for purposes of our analysis. We needed organizers for looking at the descriptions from our respondents in order to see what consistencies existed in their remarks and what generalizations could be drawn. Roueche and Baker searched for clues to the twelve themes in self-descriptions *by* excellent teachers who wrote to them. We searched for similar clues in descriptions *about* excellent teachers from former students who wrote to us.

In our request to the contributors we did not specify any criteria for identifying characteristics of outstanding teachers. The contributors described the teachers who had the most influence on their lives in their own words without parameters or restrictions except brevity.

In their descriptions, our contributors tended to write about one, two, or three of the themes; and usually when writing about three themes in reference to a teacher, they did so by describing one theme in each of the three broad classifications. In other words, if a respondent wrote about a teacher as being particularly memorable for three characteristics, one theme was usually "commitment" within the category of *motivation*, the second was "teaching strategy" under *cognitive skills*, and the third theme was "rapport" under *interpersonal skills*. Of the 249 teachers lauded in this study, 39 were described according to this three-way pattern.

The descriptions of 89 others were restricted to two themes; and in 92 of the descriptions of teachers only one theme or characteristic was mentioned. A few respondents dealt with four or more themes when writing about a cherished teacher. The highest number mentioned in any one tribute to a teacher was seven. None, therefore, touched on all twelve themes. It should be kept in mind that in our survey we asked our respondents to describe *briefly* what it was about their most influential teachers that had had an impact on them. They were not asked to tell all they remembered about those significant people.

Then, too, as we reiterate throughout our analyses, we identified and classified only those clues which were stated and seemed obvious. *We did not assume the presence of characteristics by inference.* In all likelihood, most if not all the 249 teachers described herein possessed to some degree all the characteristics of peak performers. But what we sought to ferret out were the specific qualities that most distinguished them and that were stated as most memorable many years after former students had studied under them—sometimes decades later.

> *After teaching the same course out of the same text for many semesters, it is easy for the professor to become bored with the simple approach and start trying to be "cute" or "sophisticated" in the presentation of material. While the professor knows the subject inside out and can follow a more complicated approach, the students may still be in great need of a simple, clear presentation. Most of us are more effective the first time we teach a course. Why is that? The explanation is that we are also struggling with the material and thus are forced to keep it simple. This is one of the secrets to being a successful teacher.*
>
> *—William H. Kersting*
> *Professor of Electrical Engineering*
> *Westhafer Award for Teaching, 1977*

High performers, according to Klemp, possess several abilities clustering around the factor of motivation. Especially in the helping professions such as teaching, this aspect of highly successful behavior manifests itself in the need to influence others. Motivation involves a "need state" which drives professionals to share their power with others. They influence through service for social good rather than personal gain. They set high standards but realistic goals for themselves and influence others to do likewise. In short, they motivate by being obviously motivated themselves. The highly motivated are doers; they have the facility for translating ". . . dispositions into effective action" (Klemp, p. 107).

Under this broad classification, Roueche and Baker included characteristics of excellent teachers according to the four themes of (a) commitment, (b) goal orientation, (c) integrated perception, and (d) reward orientation. These four are explained in paragraphs that follow, along with our findings about teachers as described by respondents. A few illustrative passages from their descriptions are included. Themes appear in descending order of frequency.

More commentary about the teachers remembered in our survey falls under the classification of *motivation* than either of the two other broad factors—*cognitive skills* and *interpersonal skills*. In all, 177 or 71 percent of the 249 total number of teachers had something said about them in one *or more* of the themes that dealt with the factor of *motivation*.

MOTIVATIONAL THEME: COMMITMENT

In Roueche and Baker's study, commitment was taken to mean "... showing a deep dedication to one's chosen career and valuing the teaching/learning process as a valid way to achieve society's goals" (Roueche and Baker, p. 90). Teaching affords the individual a fundamental way of helping others reach their potential.

Committed teachers unquestionably believe in every student's ability to achieve. They set high expectations for them but their demands are reasonable and goals set are realistically attainable.

A clear indicator of commitment is the teacher's accessibility outside of class. Committed teachers are available "after hours" to every type of learner and render added assistance for in-class activities and school-wide functions. They work hard at what they do [thereby modeling the importance of work] and seem to take no thought of giving long hours in the interest of their profession.

On the subject of *motivation*, the most frequently mentioned theme by our respondents was commitment. It was, in fact, the most frequently mentioned of all twelve themes. Statements about commitment were written in relation to 149 of the 249 teachers.

When writing about this theme, our respondents mentioned (1) the establishment of positive, high expectations by their outstanding teachers, (2) time devoted by those former instructors out of class, and/or (3) the influence they had on career decisions. (The numbers shown in the following explanations of these three aspects of commitment add up to more than 149 because more than one of them was mentioned about individual teachers.)

1. High expectations. Over 40 percent of the teachers (108 of 249) were described as maintaining high expectations with a slightly greater proportionate tendency for this type of commitment to appear in tributes to secondary school teachers. Teachers were described along this line as having high expectations in general (i.e., for the class as a whole) or as having set realistic educational goals for the specific individual involved.

Charles Benson, a respondent in our study, wrote in general terms: "Expectations are really the key to encouraging the most effort from people." Kit Elliott, in speaking of a college professor who had high expectations for everyone in class stated, "His expectations were for perfection, organization, and purpose. We all knew those expectations and worked hard to meet them." Richard Barr lauded a favorite college professor whose ". . . commitment to excellence never seemed unreasonable." Several elementary teachers were also described as inspiring all pupils to better themselves in everything they attempted.

As for teachers whose positive expectations were explained on a distinctly personal level, Wanda Martin said of her first-grade teacher—

> Until this day I have been motivated by the theme I received from Mrs. Puckett: Believe in yourself. Life is your own personal experience. Make its way your choice.

John Egan, in referring to an excellent junior high school English teacher, said he ". . . did something a lot more important for me than teaching punctuation." This teacher of creative writing at a private academy helped build confidence in Mr. Egan, according to his report, through writing and positive encouragement. He explained:

> It is true that my punctuation and occasionally my spelling left much to be desired, but rather than criticizing me for my mistakes he encouraged me in my creative efforts and gave me a sense of pride in my writing. I believe the confidence I gained through him sustained me throughout high school.

According to what he wrote, Thomas Mobley had "no goals, no ambitions" until his ninth-grade vocational agriculture teacher came along and helped him gain a sense of purpose. Four years later he enrolled in college, convinced he could succeed. He ". . . had challenged me to do it," Mr. Mobley said.

Several other respondents made comments about how their teachers personalized expectations: "He inspired me to do my best" (James Crouch); "He brought out the pursuit of excellence which was within me" (Donald Beasley); "He never stopped believing in me" (Gilbert Sanchez). William Orr praised a high school teacher for being the first person to give him direction, as he put it.

Ernestine Hodge described an episode in her formative years when a fifth-grade teacher obviously believed in her.

> The big moment with her that sticks with me even today was one day when we were talking; she looked at me and out of the blue said,

> 'Ernestine, you are going to do good things in life and, young lady, you are going to be somebody.' Maybe it was not a big thing but it carried me through life doing what I felt were 'good things' and striving to be somebody.

Manuel Lujan, a member of the U.S. House of Representatives, credits a college professor of political science with helping him set a worthy goal that has influenced his career in politics:

> I have adhered to his basic teaching, particularly the premise that one could not fake it; one must meet the needs of the constituents without regard to the political benefits; political reasons are transparent.

In praise of his college teachers, Keith Avery confessed that up to that point in his life most of his failures ". . . had been the result of quitting before accomplishing the myriad of things I'd undertaken." He went on, "I learned that if you could slug it out until you were the last man standing, you could earn deserved respect and henceforth help others accomplish goals to which they aspire."

2. Time out of class. In all, 46 of the teachers were commended for their commitment to students out of the classroom. They were accessible. This aspect of commitment was mentioned in reference to approximately a fourth of the secondary teachers, a fifth of the college professors, and slightly over a tenth of the elementary teachers.

By way of illustration, teachers were described in a variety of ways: in reference to discussions about fishing, marriage, childcare, and other matters in the professor's office (Louis Sarabia); playing softball with students (Frank Gorman); visiting every home of pupils in an elementary class (Alfred Rucks); welcoming students in the teacher's home (Cynthia Smith); visiting an observatory at night with students (Jack Stahl); opening her home to high school students so they could learn social dancing (Paul Taylor); tutoring over the phone from home (Mary Thompson).

Elementary and secondary school teachers were praised for spending hours after school helping students. College professors were lauded for having open doors to their offices where students felt truly welcome. Daniel Orey wrote about his favorite graduate school professor who had spent more hours in her office counseling with students than anyone he had known. He went on to say, "This causes her to work later hours and on Saturdays and Sundays."

And Frankie Clemons, in remembering such commitment in a high school English teacher, wrote:

> I can still recall the late hours she kept to be sure each class member understood the work covered that day. I was her student helper; and when the weather was bad or when darkness set in, this lady would insist on driving me home.

3. ***Influence on career choice***. Several teachers were credited with the exceptional influence of helping respondents choose their life's career goals; 37 teachers were acclaimed for direct assistance in this regard. Only three elementary teachers were mentioned as having influenced former students in their career choices. The other 34 were proportionately even between teachers at the secondary and college levels.

Quotations illustrating this form of commitment are as follows:

> —My lifetime goal of becoming a teacher certainly owes much of its force to my high school math teacher . . . The fact that it felt so 'right' to me to be in a classroom . . . was directly traceable to Jimmie Winegardner. (Anthony Moitoret)
>
> —Because of him, I am where I am today. (John Burgess)
>
> —Ms. Rooker is at least partly responsible for me deciding before I graduated from high school that I wanted to be an engineer. (Harold Cunningham)
>
> —Dr. Robert T. McCarty . . . is probably the main influence that guided me into a career in veterinary medicine, which I feel has been very great to me through the years. (J. Hal Hopson)

Genita Wall, a CPA who responded in our survey, gave tribute to a professor who herself was the first female CPA in North Carolina. "A trailblazer," she called her. Ms. Wall ended her tribute by writing: "Erma Adams, this career's for you."

And Ernie Mills, a journalist, gives credit for selection of his life's work to a professor of English romantics and American transcendentalists who through his teaching encouraged Mr. Mills to realize he would be much happier "making his own music." So he changed his intended direction in life and entered journalism, starting as a copy boy. This professor's Emersonian teachings never left his student's mind: "Life is made up of twenty-four hours each day and . . . each eight hours has a profound influence on the other sixteen."

MOTIVATIONAL THEME: GOAL ORIENTATION

Roueche and Baker explain that excellent teachers tend to set goals in their personal lives that are clear and seem apparent. They are motivated themselves to excel by seeking models to follow. By doing so, they reveal a strong sense of direction as professionals and thereby, in turn, serve as role models for their students. To be goal-oriented is a personal characteristic either inferentially observed about teachers or openly expressed about themselves. It is something they *are* rather than anything they specifically *do*. Clues to this characteristic are more easily discerned from statements *by* teachers than from observations *about* them.

Comments were made about 35 of the teachers in our study who set examples or served as role models. For instance, Mary Van Burn recalled an excellent college English teacher from whom the students ". . . learned by watching the example she set." Jane Anglin said of her college biology professor, "He was the kind of teacher I knew I would like to be." A few respondents referred to this theme by lauding their teachers for being worthy of emulation along a specific dimension—even attire. Usually they wrote that such teachers were good models as human beings in general.

Teachers who appeared goal-oriented and were specifically cited for their modeling behavior were more frequently at the college level; 22 of the 35 teachers mentioned along this line were professors. This number constituted 17 percent of all the college teachers described in the study, while 13 percent of the secondary teachers and only 8 percent of the elementary teachers had comments cited about their own goal orientation.

Of the 35 teachers who were described as appearing goal-oriented and therefore worthy of emulation, three-fourths had also been described in reference to the theme of commitment. They were then remembered for the high expectations they set for students as well as for having internalized effective personal goals.

What made for excellence in the recollection of Clark Loomis about his most influential classroom teacher (first-grade), who was also his mother, ". . . had to do with her faith in traditional values and a quiet determination to prepare her children and students for responsible and appropriate action in the real world." He added: ". . . It is the philosophical orientation that inevitably accompanies the classroom experience that determines the calibre of the teacher and the quality of education received by the students."

JoAnn Mazzio said of a high school math teacher,

> She—a woman—was proud of her intelligence and said so—right out loud . . . Using her as a model, I applied myself in her algebra class and discovered an aptitude for math that had lain dormant until then. . . . Under her guidance, I learned that the mastery of abstract mathematical concepts was not reserved for men only. My life was never the same after that.

Paul W. Klipsch, in celebrating his favorite mechanical engineering professor, said that even as a "callow youth" he had sensed that ". . . here was a man, a teacher, whom I should try to emulate." Mr. Klipsch went on to point out that ". . . later events corroborated this judgement. His biography lists his rise to Dean of Engineering, President of the University, General in the Army, high-level official in the Eisenhower Administration." (He was referring to General Hugh Milton, who also contributed to our book by describing two teachers who influenced him the most.)

Motivational Theme: Integrated Perception

As an aspect of *motivation*, Roueche and Baker define the theme of integrated perception as the ability to see the 'big picture", to develop an understanding of facts and concepts within a larger context, to help students relevantly link classroom learning with their lives outside the school. (This theme also has an obvious relationship with *cognitive skills*, the broad classification treated in a subsequent section.) Twenty-four teachers in our survey were specifically mentioned as having the characteristic. Two-thirds of them were college professors.

Jack Groves, while an engineering student, had an English professor who made him realize ". . . that a humanitarian and social perspective offers broadened views of the issues we face in our technical careers." He elaborated: "We often miss this as technical employees of an organization. The issues of life also deserve a broader view than a technical 'squint'."

Similarly, J. D. Geist learned to see a bigger picture while enrolled in engineering. In his case, it was an engineering professor whom he credits for the insight. He wrote about this professor's involvement of the whole class in generating solutions to problems related to electromagnetic wave theories. He described the class participation as an "intellectual pleasure of inching our way to new understanding." Relevant to the theme of integrated perception exemplified by his instructor, Mr. Geist went on to say:

> This sort of participatory solution technique has been useful to me all through my business life. It is interesting that contrary to popular management theory, my learning of participatory management came from a technical experience, not a management technique seminar. It was an interesting combination approach because it required real technical knowledge of the problem being considered, yet sociological skills that required hearing what others were saying and speaking so they could understand what you were saying.

Several respondents referred with appreciation to the manner in which their teachers integrated subject matter. William Valentine praised his eighth-grade social studies teacher for teaching a great deal about fine arts and classical music. Dr. Valentine, a native of rural Pennsylvania, added that he thought the approach ". . . somewhat unusual for a country social studies class." Paul Taylor wrote about a Phi Beta Kappa history major who taught him English in high school. She made literature exciting by presenting it in the context of time and place. Mr. Taylor summed up this point by saying, "Thus at every applicable opportunity, marvelous experiences in history were afforded us." Senator Domenici holds his eighth-grade teacher in high esteem because she was the person who taught him to be interested in a broad spectrum of subjects. Samuel Adelo referred to a high school teacher who led his students to prepare adequately ". . . for literate recitations that had a relation with other subjects in the curriculum."

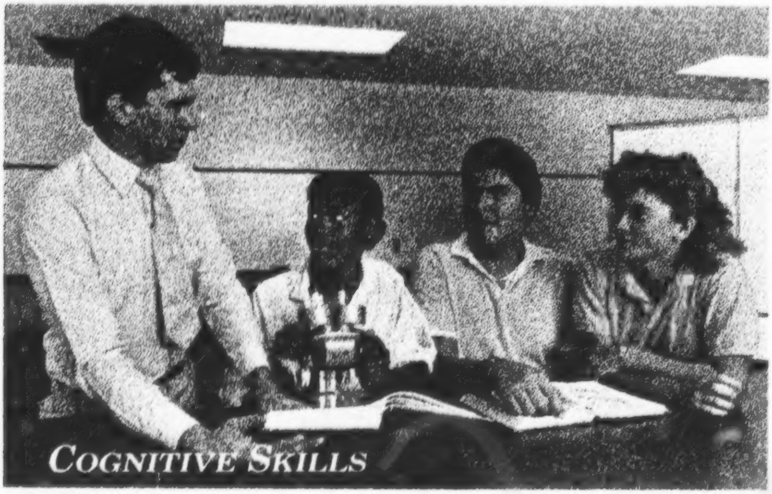
Rogers Aston recalled how his comparative literature professor made the subject so relevant that ". . . characters in literature studied became living and breathing beings and you, briefly, lived a part of their lives with them." Bertha Dutton, who became a museum curator, credited a favorite teacher of commercial subjects with introducing the possibilities inherent in archaeology. The teacher knew of Dr. Dutton's interest in geography and history. At the moment the unfamiliar word "archaeology" was mentioned to her she reported that ". . . it was as if she [her teacher] had put two wires together and fused history, geography, and archaeology together. That was it! Instantly, I realized all my aspirations had jelled into one."

MOTIVATIONAL THEME: REWARD ORIENTATION

Roueche and Baker point out that reward orientation among excellent teachers has been given little attention in research literature. It deals with the characteristic they have for finding primary satisfaction in their profession from seeing insight occur among students and through the realization that the learning process "works". More than monetary rewards, this form of "psychic income" spurs them on. And it is reciprocal in nature. Teachers are motivated by being engaged in the act of student achievement and seeing "light bulbs" go on; in turn, they excite others.

As a theme, its presence in excellent teachers was seldom specifically cited by respondents in our study. We could say that most if not all the teachers mentioned in this book seemed obviously the type to be rewarded by observing student insight more than being spurred on by money. In fact, all the teachers described in our study appear to have been indefatigable; they persevered and endured despite the classic adversities of teaching: comparatively low salaries, long hours at home devoted to work-connected tasks, heavy instructional loads and high faculty/student ratios. However, in keeping with our approach to report only on characteristics or themes that appear in descriptive clues by our contributors, it would be inappropriate to draw inferences here.

The fact that reward orientation was rarely put into words by our respondents indicates the subjective nature of the characteristic. In their retrospective thinking, very few respondents wrote that their teachers were obviously motivated by a reward system intrinsic within the teaching/learning act more than by any economic incentive. At most, three allusions were found on the subject of rewards. Robert O. Anderson, in his response which looked at teaching generically, expressed the idea glowingly: "There is no greater challenge or reward than to be a good teacher of any subject and to see the world through the eyes of those you teach and in turn to permit them to see it through yours."



COGNITIVE SKILLS

As Klemp points out, highly successful performers on their jobs possess a repertoire of cognitive skills that include but go beyond the mere acquisition and use of knowledge. Outstanding workers are indeed knowledgeable, having acquired much information. But more than that they have perfected many processes for knowing, for conceptualizing. In Klemp's words, these skills enable them ". . . to bring order to the informational chaos that constantly surrounds them" (Klemp, p. 104). He includes three components in his definition. Outstanding performers are able (a) ". . . to organize and present complex information thematically and logically;" (b) ". . . to understand many sides of a controversial issue;" and (c) ". . . to learn from experience" (Klemp, p. 104).

Roueche and Baker grouped their data dealing with cognitive skills according to the four themes of (a) individualized perception, (b) teaching strategies, (c) knowledge, and (d) innovation. The factor of *cognitive skills* in our study is presented next because as a broad classification it was second to *motivation* in frequency of mention. Among the 249 teachers in this study, 148 or 59 percent had something written about them that dealt with one or more of the four themes related to cognition. The themes are presented here in the order of frequency with which they were mentioned in descriptions touching on *cognitive skills*.

COGNITIVE THEME: TEACHING STRATEGIES

This theme encompasses many acts of intervention used by teachers when they endeavor to help students learn. Definitions of these qualities of excellent teachers are voluminous because the term "teaching strategies" gets at the core of pedagogy—the methods and techniques of teaching.

For our purposes, based on what Roueche and Baker included in this theme, we looked for the following indicators in descriptions about former teachers to identify what was memorable in the management of their classrooms. Much research shows that the following selected strategies correlate positively with student achievement:

(1) the application of an appropriate activity or method and the use of variety in approaches;

(2) enthusiasm—excitement in learning and for the subject taught;

(3) business-like approach, well organized, well planned, positive feedback provided.

Of the 249 teachers described in our study, 90 had used praiseworthy, memorable strategies in their classrooms. In some cases, two or more different strategies were recalled for an individual teacher, such as the display of much enthusiasm in his or her subject-matter presentations and the use of a business-like or well-organized approach.

1. ***An appropriate, specific teaching method*** was mentioned in 39 of the 249 descriptions about teachers. A few also praised their favorite teacher or teachers for utilizing variety in their classroom approaches. Far more often in this context, however, recollections centered on a single instructional technique which they held had been particularly effective in getting students *to think*. Proportionately, comments about specific teaching methods were distributed evenly among the three educational levels.

The effective methods recalled were from many fields. Mary Thompson highlighted a professor's tutoring skills in math which led the student ". . . to see the logic of mathematics, of how to approach a problem, to turn it, to worry it until its shell broke away and the meat of it was exposed for solving." J. Hal Hopson remembered that an agriculture professor's effective use of laboratories made him want to pursue the subjects of animal diseases and physiology further; eventually he became a veterinarian. Bert Murphy, a professional engineer, credits a high school science teacher with the inspiration that led to an engineering career. In that recollection he wrote that his teacher's ". . . physics demonstrations always incorporated a great deal of imagination."

Other instructive and interesting remembrances of effective classroom strategies included the following:

> —A junior high school teacher's method of making the eight parts of speech come alive. "They were eight businessmen waiting to enter a sentence—their office building—and each had a job to do. We didn't have to memorize definitions; we had to check out job qualifications and make sure each word met those criteria. She insisted we defend our choices; she prompted us to argue our case and we were exhilarated when we won and she lost . . . and so was she!" (Delores Lenko)
>
> —Another junior high teacher's way of handling ". . . the well-worn globe of the earth (carefully and fondly) and how he would tell us about different people and different cultures as the globe spun under his light and gentle touch." (Abe Pena)
>
> —A fourth-grade teacher's use of competition in geography. ". . . She would place large maps at one end of the room and the children divided into teams at the other end. When she would call out a name of a country, state or city, one member of each team would run the length of the room and put his finger on the correct location." (Frank Gorman)
>
> —A fifth-grade teacher's using classroom governance to help "discipline offenders". "We elected a mayor, town council, sheriff and other officers on a monthly basis." This teacher also helped the class put on a monthly talent show, which was remembered appreciatively for developing poise, ridding stage fright, and giving self confidence. (William Valentine)
>
> —A history professor's emphasis on synthesis by having his students learn facts, check them, and then ". . . arrange them into useful periods, cycles, and historical perspectives." (Meg Wente)

C. Neal Johnson gave tribute to his eighth-grade social studies teacher for maintaining "an open, inquiring environment, which taught . . . the joy of intellectual pursuits." Richard Barr praised a professor at the graduate level for his Socratic style, which forced logical thinking and succinct communication. David Byrne had high regard for a graduate school professor who forced him ". . . through gentle questioning to examine issues with speculative imagination."

Two of our respondents, Albert Rosenfeld and Emma Briscoe, said they were pleased to have had professors who believed in giving, as Briscoe put it, ". . . long, hard essay-type tests." Mr. Rosenfeld said of his teacher: "He didn't like multiple-choice questions, which he regarded as part guess-work and part recognition. He wanted students to write out what they knew, to pull the information out of their heads without being given any cue or clues."

2. ***Enthusiasm***, the actual word, was specifically mentioned in reference to 37 teachers in our study, over half of whom were at the secondary level; and almost all the rest were college professors. Statements about enthusiasm were included in descriptions of only two elementary teachers.

By way of illustration, Rogers Aston recalled a professor who ". . . taught with such enthusiasm and wit that his classes were so popular that students were turned away due to lack of space." (In our study, 13 teachers were described as being witty and/or humorous.) Of a high school English teacher, Donald Beasley wrote, that she ". . . worked with great enthusiasm and kept the classes interesting, fun and a great environment for learning." Edward Lujan also mentioned enthusiasm as one of the outstanding characteristics of a high school English teacher. He said:

> Brother Gerard . . . had an effect on my life because of his love and enthusiasm for his subject matter and for being a teacher. I shall never forget the day he recited word for word the poem 'Lady of the Lake.' His enthusiasm made me enjoy literature and also encouraged me to become a teacher.

C. K. Gunderson likewise wrote about an enthusiastic English teacher saying that ". . . she could take an unpopular course to most technically oriented students and make it seem exciting and necessary." He went on in his praise to say that ". . . she was able to sell the concept of the futility of excellence in science if one is unable to tell someone else about it."

3. ***Superior organization*** (a business-like approach) was a teaching strategy commented upon in relation to 29 teachers—proportionately more elementary and college teachers than secondary.

Also related to this characteristic in superior teachers was their tendency to provide positive feedback. Mary Van Burn, for instance, praised one of her college professors thusly: "She led but never pushed, gave constructive criticism, and did not censure."

Hugh Milton recalled a "grammar school teacher" whose ". . . lesson assignments were well thought out not only for the time to be consumed in class but for home work." He went on with his remembrance to observe that ". . . her classes began on time and ended on time and there was no lost moment in between." Horace Hubert spoke highly of a history teacher in secondary school who was "all business." He then described a unique, laborious approach the teacher used as a system for outlining history texts.

Luciano Baca praised a history professor for always being ". . . well-prepared to conduct his classes . . . and was objective and thorough in covering assigned topics." James Halligan lauded his Ph.D. thesis advisor for being "extremely friendly" but at the same time, as he put it, he had ". . . very high standards and insisted upon regular progress in my research activities. Because of his demanding schedule, I was able to accomplish much more than I would have under different circumstances." Frank Gorman wrote of his calculus professor:

> He was *always* well prepared. He gave plenty of homework and tolerated no excuse for not having it completed by the next class. For his part, the homework was always graded and returned at the subsequent class.

COGNITIVE THEME: KNOWLEDGE

Roueche and Baker found little in the research literature on knowledge as a teaching theme that distinguishes the excellent from the average instructor. These researchers speculated that having knowledge of the subject matter is basic to all teaching. Nevertheless, in their own analyses of statements from excellent teachers writing about themselves they found considerable mention of this cognitive theme labeled "knowledge".

Excellent teachers in their study considered themselves lifelong learners committed to the learning process. Consequently, they were constantly adding to their store of knowledge and refreshing themselves. When acquiring knowledge, in addition to conventional resources such as libraries, they sought insights from community people related to their teaching speciality.

In our analysis of 249 teachers, 52 were described as memorable because of their knowledge. These observations were present in a fourth of the descriptions of former college teachers, a fifth of the secondary teachers, and in seven percent of the elementary teachers. A few illustrations of how reflections of our respondents centered on the theme of knowledge follow.

Dick Knipfing, in praise of a history professor, said that he ". . . never stopped learning." He went on to point out that when his professor talked about what had happened on the battlefields of the Civil War, he talked with authority because he probably had toured all of them. Mr. Knipfing said of him, he knew ". . . virtually every nook, cranny, rock and tree on them."

John Egan praised a professor ". . . who was looking for something besides an ability to memorize facts and figures." She was a Catholic sister who taught philosophy. In Mr. Egan's words:

> . . . The day I signed up for the class, I was sure her religious beliefs would cause her to give a very slanted view of philosophy in general. I was wrong and found that Sister Antoinette was capable of great depth and understanding of issues which were diametrically opposed to her own views. Because of this and the fact that she worked hard to understand the position of her students, I excelled in philosophy and learned that my thoughts and opinions were as valid as her own.

Gene Leitka had the lasting impression of a college professor who knew his subject so well he actually simplified the subject matter. But Dr. Leitka added, "His Ph.D. and world travels did not make him or his teachings intellectually snobbish."

Bertha Dutton knew after having had an ancient history teacher in high school that she wanted to travel in ancient lands. The teacher had been impressive by being a model of how travel enriches. She and another teacher had traveled in Europe from England to Greece. As Dr. Dutton recalled, "They had *seen* the Greek temples, walked up their steps, and had put their arms around columns of the Parthenon!"

Lastly, Jack Groves remembered fondly an English professor who was ". . . very involved in short story and poetry writing at that time of his career. He brought his experiences and feelings about life into the classroom."

COGNITIVE THEME: INDIVIDUALIZED PERCEPTION

In a sense this theme—individualized perception—is an offshoot of the theme "teaching strategies" dealt with earlier. The separate nature of this characteristic of excellent teachers is that it manifests itself in the crucial ability to personalize instruction. It is a strategy for dealing with each human being in unique, tailored ways and for seeing individuals within the mass.

In defining this theme Roueche and Baker point out that excellent teachers know how to diagnose student needs and learning styles and to plan instructional approaches accordingly and appropriately. They do so ". . . even when meeting with over a hundred students every day" (Roueche and Baker, p. 115).

Descriptions about excellence in individualization of instruction were written about 24 of the teachers in our study. Individualized perception was mentioned with greater incidence proportionately about elementary teachers; secondary teachers were next in frequency and the characteristic appeared in descriptions of only six college professors.

Irma Glover said of her high school chemistry teacher, "He made every student feel important and treated everyone with respect whether he or she was an honor student or one with poor academic achievement." She went on to add, "He showed all of his students how to recognize within themselves an individual self-worth because he was able to recognize and draw forth the good qualities in everyone."

Charles Murrell said of his high school geometry teacher, "Although she had many students, I was never a 'number' and I felt I could approach her without being made to feel small." Pat Jones wrote about her first-grade teacher: "I was a very shy little girl and she made me feel more secure . . . made me feel important and that I was a special person." Earl Nunn also praised his first-grade teacher for her ability to perceive individuals:

> We had more than 30 students in grades 1-8 . . . The remarkable thing about 'Miss Strawcy' was that with all of these people, she always found time during the course of the day to give each of us some of her undivided attention.

Neal Johnson lauded his eighth-grade social studies teacher, who ". . . accepted her students whether they were rich or poor, white or black or Hispanic, bright or dull . . . and challenged them to their highest potential." Soloman Trujillo referred to a third-grade teacher who, in his words, "knew *each* of us and motivated us by touching the 'hot buttons' of each of us individually."

A specific incident of being positively singled out left an indelible mark on the life of Gene Leitka. He related it as follows:

> My fifth-grade teacher always managed to make all of her students feel they were important and special to her and to her class. One day she accepted a very short story I had written and praised me for my ability and read the story to the class. That recognition she gave me and her ability to do this with every student in her class has been a lasting impression she left with me.

Cognitive Theme: Innovation

Here again, Roueche and Baker found infrequent mention in the literature about this theme—innovation. However, teachers who wrote to Roueche and Baker in their research reported their tendency to search for new concepts and techniques. Innovation, as an aspect of cognition, involves the search for current and new information with an accompanying determination to change. It implies not only keeping abreast of what is new but being able systematically to translate such notions effectively into classroom practice.

From our respondents only nine teachers were described as influential because they had this characteristic. All but one—an elementary teacher—were college professors. As with other themes infrequently mentioned, it should not be inferred that the relative absence of comments about innovation means the teachers in our study were not committed to change nor were unaware of new ideas. To reiterate, we asked our respondents for *brief* descriptions. They wrote about exemplary teachers who in all likelihood possess to significant degrees all or almost all characteristics of excellent teaching but our respondents selectively described the most outstanding characteristics that made them influential in their lives.

We speculate that innovation was not among the most frequently mentioned themes because it is subjective and is probably more prominent in statements from teachers themselves than in descriptions *about* them. In other words, it is not as easily observable by students as other characteristics.

Those of our respondents who cited their favored teacher or teachers for being innovators did so in terms clearly within the definition of this characteristic as stated herein. Manuel Lujan called Brother Benildus a "risk-taker" who without any money established the College of Santa Fe and made it a success. Richard Barr noted in his testimonial about a graduate school professor of hospital administration that "he was one of the first to recognize the mission, vitality and necessity of the community hospital."

Paul Klipsch lauded one of his Stanford professors for having ". . . a rare combination of teaching ability with pioneering research." He explained that it had taken over a year for his professor to convince reviewers that one of his research papers was factual; it seemed to contradict accepted knowledge at the time. Marilyn Davenport commended a favorite professor for "constantly growing." Soloman Trujillo, in praising a finance professor, said that for him ". . . thinking and the thought process were important . . . He challenged us to address new concepts and to look at old concepts in new ways." Leon Wagley called a favored agriculture professor "an agent of change." Dr. Wagley explained, "He seemed to look at the whole educational process in a totally different and new way."

Some teachers, and I include myself here, attempt to let the student come first in what, I suppose, are rather humdrum ways. They eject their talkative faculty colleagues from their offices when students come by and want to talk. They attend class rather than junket to Denver or Dallas for a convention, which is meeting while classes are in session. They spend hours reading answers to essay examinations rather than resort to multiple-choice tests. They treat the often naive comments of their students with what is, for naturally impatient persons, excruciatingly painful patience. They occupy their time with trying to think of ways to make obscure points clearer. They valiantly attempt to learn the names of their students, whose numbers seem inexorably to increase with each new semester.

—James W. Nordyke
Professor of Economics
Westhafer Award for Teaching
1973

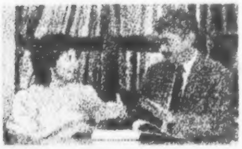
Klemp called the last of three broad factors linked with successful work performance *interpersonal skills*, which are often synonymously termed "communication skills." The two labels seem interchangeable because of their close interrelatedness. Effective interpersonal skills on the job entail appropriate application of the communication process but more than writing or speaking.

According to Klemp, to be skillful in interpersonal relations implies the ability to be "accurately empathetic" (Klemp, p. 105). An empathetic worker such as an excellent teacher is able to diagnose another human being's concerns or feelings and to act appropriately on the needs of that other person. In the presence of an empathetic worker, such as one in the helping professions, people feel understood. In Klemp's view, they feel stronger, better able to cope, efficacious.

He further elaborates on three components of interpersonal skills. First of all, successful performers have positive regard for others, believe in their capabilities, support and encourage them. Secondly, such performers give outward assistance to enable other people to be effective. And third, they avoid unleashing anger or feelings of hostility toward others. Negativism, Klemp says, makes others ". . . feel powerless and ineffective" and infuses the work climate with an ". . . unpredictable and often punitive character" (Klemp, p. 106).

The broad classification of *interpersonal skills* appears third and last in our presentation because it was in that order of frequency our respondents mentioned this factor in comments about their influential teachers. In all, *interpersonal skills*, as defined herein, were included in descriptions of 96 of the 249 teachers, which is 39 percent of the total. By way of reiteration, aspects of *motivation* as a broad classification were mentioned in reference to 71 percent of the teachers; 59 percent had some commentary written about them in reference to *cognitive skills*.

The themes listed under *interpersonal skills* by Roueche and Baker are affective by nature: (1) objectivity (ability to discipline), (b) active listening, (c) rapport, and (d) empathy. These four are not treated here in the order of frequency found in our analyses although the difference between the second and third themes in order was very slight. Empathy and rapport are dealt with consecutively because of their integral linkage.



INTERPERSONAL THEME: RAPPORT

Roueche and Baker make the apt point that rapport and empathy are so closely related they are ". . . difficult to distinguish from one another" (Roueche and Baker, p. 109). They explain that rapport can be considered a subset of empathy. Nevertheless, for purposes of analysis in their study and ours, rapport is treated separately and defined as ". . . the ability to maintain an approving and mutually favorable relationship with students" (Rouech and Baker, p. 109). The dictionary definition includes the points that such a relationship involves "mutual trust" and "emotional affinity" (*The American Heritage Dictionary*, p. 1081). Empathy goes further in that the relationship includes, as the dictionary makes clear, "an understanding so intimate that the feelings, thoughts, and motives of one are readily comprehended by another" (*The American Heritage Dictionary*, p. 428).

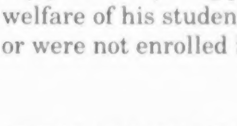
As was our practice throughout this study, inferences were avoided. We relied on pointedly stated references to the themes by our respondents. Trusting, friendly teacher/student relationships as described were considered indicators of "rapport." Descriptions of intimate and deep understanding of feelings were classified under the theme "empathy."

In our study, 65 of the 249 teachers were remembered for the rapport they had with former students honoring them. Of the secondary teachers described in this study, rapport was mentioned in relation to 31 percent; 26 percent of the college professors were cited for rapport they had established, and 20 percent of the elementary teachers were remembered for the ability to establish this type of relationship. A few illustrations of statements we received about rapport follow.

A. E. Hatch wrote about an engineering professor in the following manner: "Countless were the times his kindness, patience, understanding, vision, and love touched students who learned from his example the sensitivity of relationship to others." Jesse Gilmer also described an engineering professor, calling him "best friend and leader" during five intermittant years spent in college. Charles Benson called a favored college professor of educational administration a "humanist" and elaborated, "He cared about us, about our personal lives."

Others likewise used the word "care" as central in descriptions of rapport they had with a favored teacher. Leon Wagley spoke of a professor of horticulture who never showed favoritism, who "humanized the classroom." "All felt he cared for us as human beings," he went on to say. Lou Henson made a similar observation: "He taught students what *he was*—a warm, sensitive human being who cared about people."

Friendliness and openness were described in other teachers, as illustrated in these additional examples of this point. "His friendship was unconditional in that he truly believed it was his responsibility to be available and of help to his students" (Richard Barr). "What . . . came through in all his dealings with students was his enjoyment of young people" (Tomas Arciniega). "His concern for the welfare of his students extended far beyond the fact that they were or were not enrolled in his classes" (Denis Riggs).



INTERPERSONAL THEME: EMPATHY

Further definition of the empathy theme would repeat what was stated in the previous section on rapport. Suffice it here to say that Roueche and Baker took empathy to be the ". . . ability to put one's self in the place of another in an attempt to understand reality from another's perspective" (Rouech and Baker, p. 111).

Twenty-two teachers described in our study were remembered for their empathetic responses. Two-thirds of these teachers were at the elementary/secondary school level and proportionately more of them were elementary teachers. Empathy as a characteristic is illustrated in the following statements.

Virginia Phillips reminisced about her fourth-grade teacher (Mrs. Powell) of whom at first she was "scared to death." But Ms. Phillips dramatically changed her view. She explained:

> About halfway into the year, my mother died quite suddenly. My world turned upside down. The one unchanging thing in my life for the next year was school and Mrs. Powell. I found she was one of the kindest and most thoughtful persons I have ever known . . . She gave . . . far beyond her normal responsibility and made an impossible year pass.

Ann Hartman's sixth-grade teacher was her "home away from home"—"the teacher who cared, who wasn't afraid to touch or who took time to find out how you were feeling each day." She elaborated by way of an unusual incident:

> Our whole class loved her dearly, even the boy who fainted when we got our typhoid shots at the health department a few blocks away from school. She made him feel it was ok to have the reaction to his shot, and she calmed us in our fear of seeing him faint.

Hugh Milton spoke of deep understanding manifested by a public school English teacher whom he had in "grammar school" and later in high school where she had been "promoted":

> It is rare indeed to find a teacher whose interpersonal intelligence can project himself or herself into students. A poor recitation, a returned theme marked with a low grade were not met with punishment nor ridicule. Miss Richardson knew that the individual was suffering remorse, a remorse that comes from a realization that the student had failed to discipline himself for that moment when he had to see himself through the eyes of others.

Of a junior high teacher Delores Lenko observed that "we knew that *she* knew what a state of confusion seventh graders are in . . . *SHE RESPECTED US!*" William O'Donnell described a high school English teacher who came along after a succession of teachers who had in effect given up on him. But unlike the others, she did not drop him from her class nor send him to the principal for unruly behavior as he made clear in his response. In his words:

> She treated me exactly as all others in the class. Early in the semester, . . . she asked me to take her car and go to a school supply store in downtown Denver and get an order for her . . . Apparently, she recognized that what I needed was to be given responsibility and to know that this teacher had confidence in me.

John Hightower referred to an empathetic teacher of English who took an interest in him during his sophomore year in high school in the 1930s and a bond was formed then, according to him, that continued until her death in the 1970s. He explained that his greatest real interest was the military. (He became a general.) His teacher used that interest as a "rallying point" in counseling him. Of her he said:

> My other teachers recognized her interest in and influence over me; and from time to time at the instigation of one or another of them, Mrs. Atwood would have me come to her after school or during a free period to discuss my problems with chemistry, French or whatever . . . She was special as a teacher, special as a counselor, special as a friend.

G. X. McSherry wrote about a foreign language teacher who was "very understanding both as a teacher and a person." Mr. McSherry explained that he was quite young when he entered high school, which he saw as a great disadvantage "socially and physically." But he remembers with gratitude a teacher who understood how he felt.

An agriculture professor stands out in Walter Nations' memory for being a ". . . wonderful advisor on how to deal with one's problems with respect and honor." In his tribute, Mr. Nations went on to say of his teacher, "As an advisor, he replaced my parents in many ways since he better understood the work and world that I was about to enter."

One final example: Lou Henson described in detail how a favorite educational psychology professor—"one of the most compassionate men"—taught his class of future teachers a lesson about empathy. Mr. Henson reported that the professor gave an unusually tough "pop" quiz to a panic-stricken class of graduate students. Most in the class, in fact, turned in blank examination papers.The professor ceremoniously discarded the quiz results in the wastebasket saying (in essence):

> What I've taught you this morning may be the single most important lesson that you will ever learn about teaching. You people in this class are supposedly intelligent adults who should be able to cope with life's little surprises. Yet . . . in some of your eyes I thought I

detected a little fear as a result of this sudden turn of events. Now . . . can each of you empathize with a mere youngster who is caught in a similar dilemma? Think about it.

INTERPERSONAL THEME: OBJECTIVITY

This theme deals with the ability to maintain discipline and respect in the classroom. Roueche and Baker emphasize that excellent teachers are characterized by skillful "preventive maintenance" techniques, an ability they found excellent teachers claim for themselves, which is also corroborated in the literature. As Roueche and Baker explain, studies show that outstanding teachers are no better than ineffective colleagues in handling problems ". . . once the cycle of disruption begins;" however, they are more adroit at holding trouble at bay (Rouech and Baker, p. 104).

Effective teachers are *aware*; as some writers put it, they are "with it." They tend according to conventional wisdom to have "eyes in the back of their heads." They can orchestrate successfully several simultaneous activities and cope with the unexpected in the midst of it all. In short, as Roueche and Baker summarize, excellent teachers demonstrate an "objective approach"—a nonjudgmental attitude, preventing disruption whenever possible and treating causes rather than blaming when trouble arises.

Among the 249 teachers described in our study, 23 were lauded for maintaining good discipline. Few college teachers were described in this regard. Most were elementary/secondary school teachers with the preponderance at the high school level.

Various descriptors were used by respondents when they wrote about teachers fondly remembered for keeping order. Judge Mechem described a law professor of his who ". . . accepted no messing around." G. X. McSherry's recollection included a high school teacher of Spanish with a ". . . kind but strong hand." Ronald McLeod lauded a high school social studies teacher, with a reputation for being the toughest in school, for allowing ". . . no horseplay or excessive talking." Gilbert Cano had a college English teacher he admired for his demanding demeanor; the professor was "tough but not inflexible." General Hightower gave tribute to a high school English teacher who, among several of the characteristics of excellence he mentioned, was ". . . a no-nonsense teacher and maintained a high degree of discipline without fuss or fury." Bill Bruner wrote about a high school English teacher who ruled with gentleness. He wrote about her ". . . gentle firmness" which ". . . provided an atmosphere conducive to learning in her classroom. While she never spoke a harsh word, there was never a doubt regarding who was in control . . ."

As a concluding illustration, Senator Domenici is quoted here describing what he termed a unique method of disciplining by a high school Latin teacher:

> Sister Ellen Marie taught me to have a tremendous respect for an authoritative figure because she was a disciplinarian . . . She used no rulers or yardsticks, but instead she made good use of a strong index finger. Over the years, that finger must have turned to almost a steel-like quality. When you were truly a 'goof-off', she would stand you up and with her index finger she would poke you in the chest and tell you that you wouldn't amount to very much if you didn't try.

INTERPERSONAL THEME: ACTIVE LISTENING

Roueche and Baker referred to active listening as being a subset of emphathy (as is rapport); however, they treat it separately as we do here. On the part of the excellent teacher this theme implies respectful attention to what the student is saying. Nuances are thereby caught and feedback about content can be delivered. These teachers are often heard replying reflectively to a student response: "What I hear you saying is—." And their reflection is an accurate paraphrase of what the student said.

Roueche and Baker also make the point that active listening can take place on paper through teacher comments about strengths and weaknesses on written work of students. Then too, active listeners encourage their students to respect and listen to each other.

This characteristic was specifically cited in relation to only six teachers in our study. As with other themes infrequently alluded to by our respondents, it could be surmised that those qualities were nonetheless prevalent among many other outstanding professionals described herein.

David Byrne described a graduate advisor who masterfully modeled careful listening. Laurence Lattman also wrote about a graduate advisor who by modeling good listening practices taught him to do likewise. He said, "From him I learned that all of us have something to offer and that even the most senior should listen to the earnest neophyte as a potential source of new and creative ideas."

In a quotation included earlier under the theme of integrated perception, J. D. Geist's comments apply as well to the theme of active listening. He had high regard for a professor who involved students in what he called a "participatory solution technique." It required fellow students to hear what each other were saying so they could understand better what was being said.

Genita Wall recalled fondly a third-grade teacher with many assets. Ms. Wall concludes, "But what she taught me most was learning wasn't just books; the best lessons could be learned through creative listening."

Active listening in the form of written commentary on papers was noted in two teachers described in our study. Hugh Milton said of his high school English teacher, "Papers which were handed in were always returned, carefully notated with errors, suggestions, and sometimes with praise." Emma Briscoe to this day has evidence of similar praise on a paper she turned in years ago to a social science professor. She wrote,

> He gave long, hard essay-type tests and graded them carefully. He took the time to write notes on the papers. I still have an economics paper on which he wrote: 'This is the best answer to this question I have ever had.'

IN SUMMARY

The six professional papers that constitute Part I of this book were prepared by individuals who have had vast experience in teaching and/or the administration of educational programs. These professionals are familiar with the literature on quality teaching. *They know that good teachers make a difference in the lives of people.* Their excellent essays serve as an appropriate introduction to the survey which was designed to find out how excellent teachers influenced successful people in our society.

In the essays, in responses to our survey, and in our own tributes nearly 300 teachers were cited. The analysis in Part III was based on a detailed study of tributes to 249 *classroom* teachers and professors who were honored by our respondents. The summary which follows contains our conclusions about the 249 teachers praised in Part II by our respondents and not the total of all teachers alluded to in this book.

By far, the most frequent comments about former teachers described in this study dealt with a motivational characteristic—commitment to quality performance. These devoted teachers worked hard with learners—out of class as well as in their classrooms—and, in turn, expected work to be taken seriously. Their expectations were high, but realistic and positive. Goals set were worthy and attainable. Many teachers and professors were remembered for helping establish career goals former students pursued.

Next in frequency were comments about instructional strategies teachers used effectively which evidenced their cognitive skill. Some of these instructors were complimented for showing enthusiasm for subject matter and/or for running well-organized, businesslike classes. A great many were admired for having used a specific teaching method that stimulated learning and produced enduring results.

Third in frequency was mention of the interpersonal skill former teachers had for establishing rapport with students. These teachers were praised for their friendly, caring and trusting attitudes.

Knowledge, a product of the teacher's cognitive skill, was the fourth most frequently cited attribute. Fifth in rank order among the twelve themes treated in this book was the goal orientation of former teachers, a motivational characteristic in that they were seen as goal-driven models worthy of emulation.

Next in order were the two characteristics of integrated perception (the ability to motivate by integrating subject matter and by developing the "big picture") and individualized perception (the cognitive ability to "teach to the individal" as well as the mass). The eighth and ninth characteristics were related to interpersonal skills: objectivity (maintenance of discipline) and empathy (the ability to understand with depth another person's feelings). Actually, the four themes of integrated perception, individualized perception, objectivity, and empathy were mentioned with nearly identical frequency.

The three least-often cited characteristics were likewise close in order of frequency. Respectively, these were innovation—a cognitive skill (tenth in order of mention), active listening—an interpersonal skill (eleventh), and reward orientation—a motivational aspect, which was twelfth.

As broad classifications, the category of *motivation* was first in order of mention. *Cognitive skills* as a category was second and the least frequently noted classification was *interpersonal skills*.

It seems apparent that some characteristics of excellent teachers are more easily discerned by asking them directly about themselves than by observing them. The characteristics which came through most often in recollections of former students were related to overt teaching behavior more than to qualities of teachers that are more subjective. For example, these teachers were much more often praised for spending extra hours outside of class with students, for showing enthusiasm, for helping students set worthy goals than they were for being goal-oriented themselves. What teachers perceive as their own reward structure was rarely mentioned.

Comparisons By Educational Level

Characteristics mentioned proportionately more often for excellent elementary teachers than for the two higher levels were individualized perception and empathy. Small group instruction is more typically associated with elementary teaching; then, too, the elementary teacher usually has far fewer individuals to deal with daily. Perhaps these realities contributed to the fact that elementary teachers tended more than others to be remembered for giving individualized instruction. As for empathy, elementary teachers tend to have students enrolled with them over a longer period of time than is true at the other levels—usually an entire academic year, if not longer. The protracted period affords them a greater opportunity to develop and express empathetic understanding of their students. Elementary teachers, along with college professors more than their secondary school colleagues, were described as business-like and well organized.

Characteristics mentioned more frequently in reference to secondary school teachers were enthusiasm, facility for establishing rapport, and the ability to keep order (objectivity). It is not surprising that teachers who taught adolescents would be especially remembered for having interpersonal skills, such as the ability to discipline and establish rapport. Adolescence is a period in the life of students when personal interrelationships take on increased importance.

A characteristic remembered more frequently of secondary and college teachers than of their elementary counterparts was commitment. Upper level teachers were more often described as having demonstrated commitment by maintaining high expectations and assisting with career choices. This is understandable since older students tend to be more career conscious and closer in life to taking up an occupation. High school and college teachers also were more frequently credited with commitment as demonstrated by time spent out of class with students. Extracurricular activities in secondary schools and colleges provide natural outlets for students and teachers to share experiences together outside of class, as do office hours at the university level. Enthusiasm was mentioned almost as frequently about college teachers as it was about those at the secondary level.

Characteristics which were more often found in descriptions of college professors dealt with them as models for emulation (goal orientation), their knowledgeability, and their perceptive ability to integrate content. Greater depth of knowledge is, of course, associated with higher learning and the professors who direct its attainment. However, the fact that professors were more often seen as models and integrators of content is not so easily explained since excellent teachers at all levels endeavor to serve as good examples and to show how subject-matter areas relate with each other and with life outside the school.

Few teachers were remembered for the characteristic of innovation but, of those who were, almost all were college professors. Students tend to experience only a brief passage of a teacher's career; consequently, it is not easily discernible how much that teacher or professor has or has not changed over the years. But it follows that those who were remembered as innovators in this study were college professors who were likewise lauded for their knowledge.

A Final Note

If it is true, as our research indicates, that outstanding teachers have a critical influence in shaping the lives of young people and preparing them for a quality life, then it must logically follow that we need to recruit and retain the best talent possible for the profession. This means we need a better designed reward system—a system that establishes salary levels for those in the teaching profession competitive with other professions. Although most if not all the teachers mentioned in this book were probably in the profession because of non-monetary rewards, we cannot ignore the pragmatic need for economic incentives.

An essential component of the reward system, perhaps the most important part, involves *techniques to identify the outstanding individuals and reward them accordingly*. A review of research, coupled with the analysis made by the authors of this book, strongly supports the thesis that *good teachers can be identified*. Thus we must carefully develop proper criteria for measuring excellence in order to reward the high performers and to enhance the utilization of their mastery. Otherwise, we will lose the best talent to other professions.

Roueche and Baker make a concluding statement in their book about excellent teachers with which we heartily concur: "We contend that anyone with reasonable intelligence who wants to become a good or better teacher can cultivate the attributes that characterize excellent teaching" (Roueche and Baker, p. 133). Klemp makes the same point. Of motivational, cognitive, and interpersonal attributes, he says, ". . . All of these skills can be taught" (Klemp, p. 108).

By advantage of birth and upbringing, some people seem to possess more qualities which make for excellence in teaching. But effective teachers do not just happen. Excellent teachers have always worked systematically to acquire and perfect the skills that made them outstanding. Quality performance in any endeavor takes conscientious and persistent honing.

We hope teachers at the dawn of their careers and those already established as professionals will be inspired by what is reported in this book. Teaching deserves the very best and must always be worthy of celebration. It is, after all, the beacon of professions, lighting the way to all our tomorrows.

To carry a young person from the starting level of natural man to the threshold of discovery requires more than just an encyclopedic memorization of facts. It requires escape from a progression of culture-bound orbits to attain successively higher conceptual levels and an enlarged compass of experiences.

—Ralph W. Dressel
Professor of Physics
Westhafer Award for Teaching 1967

EPILOGUE

We end as we began—in dedication to the teachers who had great influence on our lives. At the outset of this volume we listed the two teachers each of us had to whom we dedicate this book. Descriptions of those four superior individuals follow. (These four are not included in the analyses treated in Part III.)

Teachers Who Made the Difference in My Life

by *Gerald W. Thomas*

In the 67 years that I have spent in the life-long learning process, I have had my share of mediocre to excellent teachers—none that I would classify as poor. I learned something from them all, including a rough-speaking Navy flight instructor who did not waste words as he pulled me out of a tail spin, and a government bureaucrat "drawling on" about soil conservation. It seems obvious to me that learning is related to the attitude of the student as well as to the quality of the teacher. But, while I learned from all, it is rather easy to identify a few "who really made the difference" in my life. From this restricted list, I have selected two, Miss Gladys Thomas (no relation), my teacher for the first three grades, and Dr. Vernon A. Young, a college professor.

MISS GLADYS THOMAS

My formal education started in 1924 at Small, Idaho. I had turned five in July of that year. Consequently, I was not scheduled to start to school. However, my brother, Daniel, who was a year older packed a lunch (with the help of Mother) and made ready to walk the one mile down the lane to the two-room school house identified by Clark County as School District No. 24. Fortunately for me, the school teacher for the "Lower Room", Miss Gladys Thomas, was boarding with us at the ranch. As Daniel made ready to go to school, I informed Mother that I was going with Daniel. After all, we had been constant companions for over five years. At first, Mother insisted that I was too young, but, after some debate, she told me to ask Miss Thomas what she thought. Miss Thomas said, "Let him start. If he can keep up, he can stay with the class." This statement of encouragement, and the subsequent basic training, made the difference for me.

In July of 1986 as I was going through some of my mother's old papers, I uncovered an autobiography written by my brother Daniel as a class project in high school. Statements from this document support my thesis that student attitude and quality teaching are both an integral part of the learning process. I quote from my brother's autobiography:

> The time was nearing nine o'clock in the morning as two little tots started bravely on their way toward the school house to begin the great task of getting an education. On the way down the road, I was feeling very proud as I walked along. However, as I neared the school house, my heart began to beat rapidly as fear crept into my mind. I looked over at my brother who was walking along very briskly with a joyful smile on his face. This gave me courage to keep going. When we came in sight of the children on the steps, my courage again left me and I was tempted to turn and go home.
>
> My brother, who was just five, stepped through the gate and I slowly followed him. I can remember my embarrassment as the children around snickered at our short pants. My face turned red as I quickened my pace and hurried on into the school house . . . For the first month or two my brother and I were teased unceasingly by the larger boys and girls, both in the school wagon and at school.
>
> My teacher for the first grade was a young woman by the name of Gladys Thomas. She boarded at our house. I remember very little about the first three years except that I liked the teacher very well, and thus was interested in my school work.

Miss Thomas was a compassionate person. She was concerned about each of her students. However, she did not let her love for each student interfere with her demands for high standards of performance. She believed that the first few years in school can and should set the pattern for future education. The fact that she boarded with us made her even more conscious that, in a small community, she could not afford to show favoritism toward the Thomas boys. We had to perform like the other students. During the breakfast, supper and evening times at home, Miss Thomas remained somewhat removed from direct contact with the two of us. After all, teachers were "set apart" in those days as special people. My mother, who was a teacher herself for several years, demanded that we respect our teachers and she supported their efforts for discipline and high performance.

DR. VERNON A. YOUNG

I entered the University of Idaho in the fall of 1938, after completing a pre-forestry program at Pasadena Junior College in California. During the registration process, I was as confused as most college students, trying to select courses, choose an option in forestry, and work out an acceptable class schedule. Dr. Vernon A. Young took charge at that point. He informed me that, since I had a ranch background, I should choose the Range Management Option in the College of Forestry. Of course, he was Head of the Department and searching for potential students at the time.

Beginning with this early counseling, Dr. Young convinced me that I should major in the field of Range Science. He taught many of the courses in range and wildlife. He took his classes on numerous field trips. He was so enthusiastic that he stirred our imagination and inspired us to learn. He convinced us that the story we could read from the vegetation would make us feel at home anyplace in the world. The grazing history of the area, man's influence on the land, and an examination of the habitat for wildlife and livestock could all be determined if we became acquainted with the soil, the vegetation and the climate of the area. He transferred to his students a respect and an understanding of nature. My summer work with the U.S. Forest Service was much more enjoyable because of my exposure to Dr. Young.

World War II interrupted my career plans. For nearly four years, I flew as a torpedo pilot from three major aircraft carriers in the Atlantic and Pacific theaters. During the war, I made up my mind to go back to graduate school (if I survived).

After mustering out of the Navy in the fall of 1945, I accepted a job with the Soil Conservation Service in Idaho. The opportunity to go to graduate school materialized in 1950. I received permission from the SCS to take educational leave to enter Washington State University with a major in agronomy. My wife and I, with two children, packed up and were ready to leave Rexburg, Idaho, for Pullman, Washington, when Dr. Vernon A. Young again made contact with me. He said, "It would be a mistake for you to change majors—to go to WSC; you must come to Texas A&M! I've started the first Ph.D. program in the nation in Range Science. Surely you want to be a part of this exciting development!" Dr. Young convinced me to turn the car and trailer southeast instead of northwest. Enthusiasm and a certain amount of persuasion again shaped my life and career. Certainly, Dr. Young made *the* difference for me.

Teachers Who Made a Difference in My Life

by *Donald G. Ferguson*

In all my world of teachers and professors, there were many excellent ones. Most of them, as a matter of fact, seemed to want to do well whatever they set out to accomplish. Most people do. So it has been difficult for me, as with some of our contributors to this book, to limit my tributes to two teachers. I think, however, if I could bring together all the outstanding teachers I had, they would agree that the two I have selected and describe below were truly peak performers.

MRS. BERNICE FALKIN HACKLER

Bernice Falkin (later Mrs. Roscoe Hackler) was my English composition teacher when I was a senior in high school in Pekin, Illinois. That was in 1945–46. Almost every time I have tried to write anything since then I think of her and the respect she engendered for the written word.

Miss Falkin was the epitome of competence and unrelenting in her endeavor to help every student realize his or her potential. There was never any thought on my part of trying merely to get by. I knew I couldn't and didn't want to. Without harping or making unreasonable demands for their own sake, she maintained an aura in her classroom where quality work was the normal expectation. It was more of a workshop atmosphere—serious but relaxed—with much independent study going on and almost daily writing being produced. And rewriting. And more rewriting.

She must have worked hours every night away from school correcting our papers. They came back meticulously evaluated and without delay. She developed a proofreading system to which we responded. She never red penciled errors over our expressions but on any line containing an error or awkward expression, a coded notation appeared in the margin. It was up to us to locate the mistake and correct it. Then in our rewrite we were asked to cite from her manual any rule of usage which had been violated. Praiseworthy notations, when truly earned, likewise appeared on the papers. We received two grades on every composition—one for content, one for mechanics or usage. A "double A" was greeted as a mark of genuine accomplishment. For most of us, such a high mark was rarely awarded.

For all her rigor, Miss Falkin came across as a deeply caring person. I cannot recall a single instance when she had to "bring anybody around" or exert control in a reprimanding manner. We returned the respect she obviously had for us.

Oh what satisfaction when you won her adulation, what pleasure it was to measure up! I still try to implement what this gifted woman taught me about writing.

Dr. John H. Russel

John Russel introduced me to the academic study of higher education in a sequence of doctoral seminars at the University of Denver. (He later became a professor at the University of Toledo, Ohio.) But I never felt like a lowly neophyte studying under him. The content was sometimes alien to my experiential background but he kept the material within grasp. It seemed to be a given that someday all of us in his seminars would assume positions in higher education if we hadn't already. We would let him down if we didn't although he never put such an admonition in words. And when that day came for me, I felt I would more likely succeed if I emulated his behavior. He was a professor in the highest sense of that word. I hope I have been a credit to him and his unstinting efforts.

How fortunate for me that he became my dissertation advisor. He sharpened my thinking, instilled confidence, gave persistent encouragement. At the same time, he allowed no shoddiness. Every sentence in all 435 pages had to pass muster grammatically and make an integral contribution to the total exposition.

No teacher I ever had could point up an error in oral expression as deftly as John Russel. He did it delicately and without disarming or embarrassing me in a conversation or a class presentation. Truly a unique ability!

There were no theatrics in our tutorial relationship, no awkward over/under association. When he guided or corrected, it was gentle and honest with no showmanship—just his quiet, constant adherence to excellence and his determination to make it mine, too.

He is a dear, dear person and a revered friend to whom I owe more than I could ever repay.

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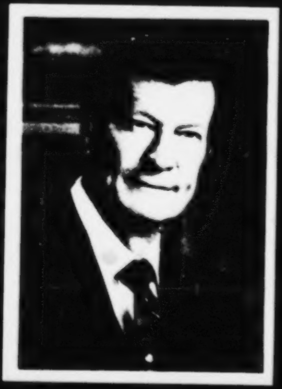
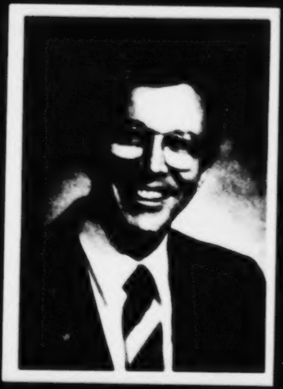


Dr. Gerald W. Thomas, President Emeritus of New Mexico State University, has served in teaching, research and administrative positions at three universities. A range ecologist by profession, he has had the opportunity to observe educational and development programs in over [illegible] countries. He is the author of two books and over 200 professional articles. He has served on many state and national committees and in leadership positions for several professional societies, including Chairman of the Council of Presidents of the National Association of State Universities and Land Grant Colleges. His contributions to education were recognized by New Mexico State University through the naming of a Million Dollar Faculty Chair in his honor and the State Public Service Award. Dr. Thomas is presently a consultant to several universities, to government and to private industry.

DONALD G. FERGUSON



Dr. Donald G. Ferguson, Associate Dean of the College of Education at New Mexico State University, has held positions in teacher education at three universities. His public school experience includes both elementary and secondary teaching and administration. He co-authored three books and has written numerous professional articles. In 1985, Dr. Ferguson was recipient of the President's Award for Service at NMSU, where he has coordinated six annual conferences on Quality Education in New Mexico. He currently serves on the State PTA Board of Directors, on an advisory commission to the State Board of Education, and has chaired several [illegible] teams for the National Council for the Accreditation of Teacher Education. He has been [illegible] of public schools and [illegible]

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